DOCUMENT RESUME

ED 250 045 JC 840 582

TITLE	Census Users Manual. Improving Community College Evaluation and Planning.
INSTITUTION	California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	83
NOTE	64p.; For related documents, see JC 840 840 576-584. The Census Questionnaire (appendix 5) is marginally legible.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Census Figures; *College Planning; Community Colleges; *Data Analysis; *Research Utilization; Two Year Colleges
IDENTIFIERS	*California

ABSTRACT

One of a series of reports resulting from a Fund for the Improvement of Postsecondary Education project to improve planning and evaluation in community colleges, this report explains how colleges can use census data to assess the characteristics and educational requirements of individuals in their service areas. The report begins with a description of how and where to obtain census data, followed by an examination of the types of data that are available and the kinds of district data aggregations that can be produced. Next, sections on census data elements and census geography provide census subject items and geographical divisions used in the process. The sections that follow examine some of the ways census data can be used, focusing on applications in college planning, the establishment or modification of state priorities, and the accreditation process. Finally, other information available from the Census Bureau and related sources of data are highlighted. Appendices contain lists of state data center affiliate offices and the major report series from the 1980 census; an illustration of the hierarchical relationships among census geographic units; an annotated copy of the 1980 census questionnaire; an enumeration of changes in the census questionnaire from 1970 to 1980; a discussion of the noncomparability of 1970 and 1980 race/ethnic data; and sample census information on California. (LAL)

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Improving Community College Evaluation and Planning

CENSUS USERS MANUAL

CENSUS USERS MANUAL
FOR
COMMUNITY COLLEGE EVALUATION AND PLANNING

JC 840 582

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California Community Colleges
Western Association of Accrediting Commission for Community and Junior Colleges

FALL 1983

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#4	Delineation of Responsibilities
# 5,6,7	Planning and Accreditation: A Survey of Attitudes of Policymakers
#8	Information Systems Report
#9	Evaluating Statewide Priorities
#10	Measuring Community College Learner Outcomes: State-of-the-Art

from the project on Improving Community College Evaluation and Planning

jointly sponsored by the Chancellor's Office, California Community Colleges, and the Western Association Accrediting Commission for Community and Junior Colleges, and partly supported by a grant from the federal Fund for the Improvement of Postsecondary Education.

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CENSUS USERS MANUAL

PREFACE

This report on the use of census data is one of a series resulting from a three-year project to improve evaluation and planning in community colleges. The project is sponsored jointly by the Chancellor's Office of the California Community Colleges and the Western Association Accrediting Commission for Community and Junior Colleges. Project work is concentrated in California and Hawaii, the jurisdiction of the Western Accrediting Commission. Support for the project is provided by community colleges in these states, the two sponsoring agencies, and by the Federal Fund for the Improvement of Postsecondary Education (FIPSE).

Project objectives include developing a clear statement of the responsibilities for evaluation and planning that are appropriate for state control agencies, accrediting commissions, and for local community colleges. Tensions about the appropriate divisions of these responsibilities exist throughout the country. A long tradition of cooperation in California and Hawaii, however, has created a most congenial atmosphere in which to analyze and clarify the proper delineation of roles.

Project staff are also developing a series of tools to improve the state-of-the-art of evaluation and planning for community colleges. Beginning in the Fall 1982, these tools have been introduced, used and assessed in a dozen workshops, self-study seminars, symposia, and problem-solving sessions conducted in California and Hawaii. These activities will continue through the Fall of 1984. While project work is being concentrated in the two states, it should be possible to generalize the results to virtually any community college operation or governance structure in the country.

This report was prompted by the obvious need which a community college has to accurately assess the characteristics and educational requirements of those individuals in its service area. The United States Census provides the best comprehensive source of such information in its survey of population and housing each decade. The only limitations on this information are that survey data must be aggregated to conform to the "service area" of a particular community college and that these data gradually become outdated. The first problem is solved by identifying the ZIP Code areas which fall within a community college's service area. The latter problem is more difficult, but can be solved by supplementing the Census with more current information from a variety of other local sources.

The presentation in this report begins with a description of how and where to obtain Census data, followed by an examination of the types of data available and the kinds of data aggregations that may be produced. The illustration pertain to California, but similar sources exist in the other states.

A section on the use of Census data concentrates on statewide priorities developed in California (but common to many states) and on the accrediting standards used in California and Hawaii by the Western Regional Commission for Community and Junior Colleges. This work is presented to show briefly how data from the Census can be used to evaluate the performance of a college against externally-developed criteria. In addition, important trends can be identified by comparing 1970 and 1980 Census data for the same area. If updated and projected, these trends provide a major basis for college planning.

We conclude this report with an Appendix which contains, amoung other elements, the Census item totals for California. Similar cross-tabulations can, of course, be developed for other states, regions within states, and service areas of specific community colleges.

The reader will note that we, the project staff, have other responsibilities. Consequently, were it not for the help and assistance of countless others in both California and Hawaii, this effort would be impossible. Staff work on this particular report was performed by Gary Paque, Research Analyst in the Analytical studies unit of the State Chancellor's Office, California Community Colleges. Much also is being learned from the efforts of those many staff in the colleges who are attempting to use Census data in their work on planning and evaluation. Unfortunately, space does not permit us to list all these individuals.

We especially appreciate the support from FIPSE. Receipt of the Fund's grant has set in motion a series commitments on the part of others whose support (in money and in kind) is essential to the successful completion of this project and the implementation of its results.

Chuck McIntyre Project Director Director, Analytical Studies State Chancellor's Office, California Community Colleges	Robert Swenson Project Co-director, Executive Director, Western Accrediting Commission for Community and Junior Colleges	Dale Tillery Principal Project Consultant, Professor Emeritus School of Education University of California, Berkeley

October, 1983

USERS MANUAL: CENSUS DATA FOR COMMUNITY COLLEGE EVALUATION AND PLANNING

WHERE TO OBTAIN CENSUS DATA

Data for California from the 1980 U.S. Census of Population can be obtained from six locations: The California State Census Data Center (SCDC) and five regional centers.

The State Census Data Center (SCDC) began operating in January of 1979. This center was established through a cooperative agreement between the U.S. Bureau of the Census and the California State Department of Finance. The SCDC is located in Sacramento and has the responsibility to coordinate the census data program and provide information to:

1. All State Agencies
2. Regional Centers
3. Rural Counties (Not covered by any of the regional centers).
    a. Monterey
    b. San Benito
    c. Santa Cruz

Inquires to the State Census Data Center should be addressed to:

Mr. William Schooling,
Director
State Census Data Center
Department of Finance
1025 "P" Street
Sacramento, California 95814
(916) 322-4651

The SCDC is not organized to directly serve the census data consumer. Since the Chancellor's Office has a working relationship with the SCDC, community college districts may make their data requirements known to the Analytical Studies Unit of the Chancellor's Office [(916) 324-2359] and it will make the appropriate arrangements with the SCDC.

There are five Regional Census Data Centers (RCDC), each responsible for providing census information for specific counties.

Name and Address	Counties Covered
Sacramento Area Council of Governments Don Harmond, Director 800 "H" Street, Suite 300 Sacramento, California 95814 (916) 441-5930	Sacramento, Sutter, Yolo, Yuba, Placer, El Dorado, Nevada, Sierra, and 21 other Northern California counties not listed for any other regional center.
Association of Bay Area Governments Patricia Perry Hotel Claremont Berkeley, California 94705 (415) 841-9730	Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solono, Sonoma and Napa.
Southern California Association of Governments Tim Douglas 600 South Commonwealth Street Los Angeles California 90005 (213) 385-1000	Imperial, Los Angeles, Orange, Riverside, San Bernardino, and Ventura.
San Diego Association of Governments Karen Lamphere, Director Security Pacific Plaza 1200 Third Avenue, Suite 524 San Diego, California 92101 (714) 236-5353	San Diego.
State Data Program Ilona Einowski Raymond E. Wolfinger Survey Research Center 2538 Channing Way Berkeley, California 94720 (415) 642-6571	Universities and State Colleges, Kern, Kings, Tulare, Fresno, Madera, Merced, Stanislaus, and San Joaquin.

In addition to these five main centers, there are 33 affiliate centers which may be of some use to community college planners. These centers are listed in Appendix 1.

TYPES OF DATA AVAILABLE

The "data center" concept was implemented to improve the use of U.S. Census Bureau and related statistical products. The California State Census data center is equipped to:

1. provide special computer runs and reports for all levels of census geography with all details for which the Bureau of the Census provides information;

2. copy data for selected geographic areas or levels of geography onto magnetic tapes provided by the requestor;

3. create computer plots of specified data for specified geographic levels; and

4. provide copies of census maps.

The Bureau of the Census plans an extensive series of printed reports summarizing data from the 1980 Census. These publications are divided into three broad catagories:

1. Joint Population and Housing Census Reports

2. Population Census Reports

3. Housing Census Reports

Several reports are to be issued for each of the three subject groupings (see summary of reports in Appendix 2).

Other products available from the State Census Data Center are:

1. 1970 Census

2. 1977 Economic Census

3. 1978 Census of Agriculture

4. 1976-81 Current Population Survey

5. Annual Housing Survey

6. 1976 Survey of Income and Education

Particularly helpful when working with lower levels of Census geography (blocks, enumeration districts, and tracts) are census maps. They provide the only means of reliably locating the specific geographical boundaries of a community college district. The map series which show these boundaries are:

Metropolitan Map Series (MMS) maps cover the urbanized portion of Standard Metropolitan Statistical Areas (SMSA's). Each map sheet shows the names of streets and other significant features, boundaries and names (or numbers) of places, census county divisions, congressional districts, census tracts, enumeration districts and blocks.

Vicinity Map Series (VMS) maps are comparable to the Metropolitan Map Series but cover urban places outside of SMSA's.

County maps cover those portions of counties not covered by the Metropolitan Map Series and all of those counties

outside of SMSA's. They show the same types of boundaries that are shown on the Metropolitan Map Series. County maps are usually reproductions of maps obtained from individual State highway departments with census geography superimposed.

Place maps cover all 1980 census incorporated and census designated places not included on the Metropolitan Map Series. Place maps, usually based on maps supplied by local agencies, identify streets and show boundaries for places, census county divisions, congressional districts, enumeration districts, and, when appropriate, census tracts and blocks.

Tract Outline maps show the boundaries and numbers or names of census tracts, counties, and all places with a population of 10,000 or more for all SMSA's. Only streets and map features which form tract boundaries are shown on the maps.

DISTRICT DATA AGGREGATIONS

Census data can be aggregated in a number of ways to approximate the population served by a community college district. One method involves a simple aggregation of all census data within a district's legal boundaries (often the same as county boundaries). This method was used in preparing the California community college data supplied with this report

The Chancellor's Office, California Community Colleges, has obtained 1980 cenus data, aggregated by community college district, based on a California Department of Finance map of public community college districts by ZIP code areas. The SCDC estimates that there is an error of approximately 5 percent in these figures due to the way that data is divided when a ZIP code area falls into more than one community college district. More accurate data will be available within the next year based on aggregations of census data by high school districts. There may also be some inaccuracies due to recent changes in district boundaries. Some of the most recent changes are:

1. On 7-22-77 there was a transfer of territory from San Bernardino Community College District to Victor Valley Community College District.

2. On 10-27-28 there was a transfer of the territory of Dos Palos Joint Elementary School District from West Hills Community College District to Merced Community College District.

3. On 9-25-81 there was a transfer of territory from Los Angeles Community College District to the Pasadena Area Community College District.

In the case of these districts, it would be best if they would supply the Chancellor's Office with a census tract map showing the current district boundaries. The updated maps make it possible to develop more accurate census figures. Copies of these maps are avialable from the SCDC

A second way of aggregating census data requires community college districts to define their actual service areas (where their enrolled students actually live) in terms of census tracts or other existing aggregations such as "high school districts" or "ZIP code areas." Districts would outline the borders of their service area on census tract maps (or compile a list of census tract numbers). In some cases, districts draw significant numbers of students from areas within the boundaries of other community college districts. This is most frequent in in large urban areas, which have the greatest population densities (where community college districts are geographically small and packed tightly together). In these instances, census data groupings based on the actual service area will give a much more accurate picture of the population served and, in turn, provides a better basis for planning.

CENSUS DATA ELEMENTS

Fifty-nine seperate questions were asked of respondents in the 1980 Census. They covered a wide variety of data on population and housing. Thirty-two of these items concerned characteristics of the respondents, and twenty-seven dealt with the housing in which they lived.

Some questions were asked of all respondents and are called "100-Percent" items by the Bureau of the Census. Most of the questions, however, were asked of a sample of persons and housing units. The proportion of housing units (or households) that reveived the "sample" form was one out of six in most areas. In areas estimated at 2,500 or fewer persons, the sample ratio was fifty-percent.

The subject items are listed in Table 1, distinguishing population and housing as well as sample and "100 Percent Items."

TABLE 1
SUBJECT ITEMS INCLUDED IN THE 1980 CENSUS

100-Percent Items

Population	Housing
Household relationship	Number of units at address
Sex	Access to unit
Race	Complete plumbing facilities
Age	Number of rooms
Marital status	Tenure (owned/rented)
Spanish/Hispanic origin or descent	Condominium identification
	Value of home
	Contract rent
	Vacant for rent, for sale, etc.; and duration of vacancy

Sample Items

Population	Housing
School enrollment	Type of unit and units in structure
Educational attainment	Stories in building and presence of elevator
State or foreign country of birth	Year built
Citizenship and year of immigration	Year moved into this house
Current language and English proficiency	Acerage and crop sales
Ancestry	Source of water
Place of residence five years ago	Sewage disposal
Activity five years ago	Heating equipment
Veteran's status-periods of service	Fuels used for house heat, water heating & cooking
Presence of disability or handicap	Cost of utilities and fuels
Children ever born	Complete kitchen facilities
Marital history	Number of bedrooms
Employment status last week	Number of bathrooms
Hours worked last week	Telephone
Place of work	Air conditioning
Travel time to work	Number of automobiles
Means of transportation to work	Number of light truck/vans
Number of persons in carpool	Homeowner shelter costs for mortgage, real estate taxes, and hazard
Year last worked	
Industry	
Occupation	
Type of employment	
Number of hours worked in 1979	
Usual number of hours worked in 1979	
Number of weeks looking for work in 1979	
Amount of income in 1979 by source	

CENSUS GEOGRAPHY

Census geography is divided into two distict components:

1. Govermental areas:
    A. States
    B. United States Congressiona. Districts
    C. Counties
    D. Cities
    E. Etc.
2. Statistical Areas:
    A. Standard Metropolitan Statistical Areas
    B. Urbanized Areas
    C. Census Tracts
    D. Enumeration Districts
    E. Tracts
    F. Etc.

Appendix 3 shows the hierarchies of census geography and Appendix 4 lists the numbers of such units in California. The geographical divisions are defined as follows.

Standard Metropolitan Statistical Area: A Standard Metropolitan Statistical Area consists of a large population nucleus and nearby communities that have a high degree of social integration. Each SMSA consists of one entire county (or more) that meets specified standards pertaining to population, community ties, and metropolitan character. An area must include a city or urbanized area with a population of at least 50,000 and a total SMSA population of at least 100,000.

There are 21 SMSA's in California, encompassing 30 of the State's most heavily populated counties. Most SMSAs consist of a single county but some, such as San Francisco/Oakland, cover more than one county.

Counties

There are thirty California counties which are included in one of the Standard Metropolitan Statistical Areas and are also divided into census tracts. In addition, eight of the remaining counties (not in an SMSA) are also tracted. In the non-tracted counties, "enumeration districts" form the smallest geographic divisions

within each county.

Census County Division (CCD)

A "census county division" is a statistical subdivision of a county. CCD's are established cooperatively by the Bureau of the Census and state and local govermental authorities.

Urbanized Area

"Urbanized areas" are defined by population diversity and are composed of an incorporated place and surrounding densely-populated areas that, together, have a combined population of at least 50,000. There is no minimum size for the incorporated place that forms the central city of the area. The boundaries of urbanized areas do not generally conform to county boundaries. There are 24 "urbanized areas" in California.

Place

A "place" is a concentration of population which may (or may not) have legally-prescribed limits, powers or functions. "Places" are either: incorporated cities/towns, or "census designated places" (CDP's), which are densely-populated unincorporated areas.

Census Tract

A "census tract" is a small statistical subdivision of a county, defined by local committees and the Bureau of the Census.

Block Numbering Areas (BNA)

A "block numbering area" is delineated by the Bureau of the Census to group and number "blocks" in an untracted area.

Enumeration District (ED)

An "enumeration district" is an area used for data collection activities (and as a tabulation area) where "blocks" are not present.

Block Group (BG)

A "block group" is a combination of census "blocks" which form a subdivision of a "census tract," and are defined in areas where block statistics are collected.

Block

The "block" is the lowest level in the hierarchy of the Census geography. Blocks are used as tabulation areas in all urbanized areas and in all incorporated places of 10,000 or more population that are outside of urbanized areas.

USE OF CENSUS DATA FOR COMMUNITY COLLEGE PLANNING

Information from the 1980 Census can aid community college planning. Census data elements which are particularly useful include: sex; national origin; family income (in ranges); educational attainment; current enrollment in school; highest degree obtained; ability to speak English; foreign language usage in the home; and such housing characteristics as the number of persons in each household, number of children, occupation of family members, cost of housing, number of persons per room, age of buildings, length of residence, presence of telephones, and the number of automobiles (see an annotated description of the 1980 census questionaire in Appendix 5).

When analyzed singly, or in combination, these and other items can provide a vast amount of data for planning at every level, from the neighborhood center to the campus and to the district. The following discussion illustrates just some of the ways census data may be used in college planning.

The 1980 Census provides a breakdown of each of 13 or more racial and ethnic groups (depending on the breakdown for Hispanics) for each geographic region of the state. Data is available for each of these groups. The following groups are also important for educational planning.

Ages can be broken down by year or grouped into pre-school, elementary, high school, and college-age cohorts. The average age of each ethnic group gives an indication of its probable growth in relation to the state population as a whole. Most minority groups have a lower average age than whites.

The percent of each group attending school or college can be found along with the level of schooling completed by adults. The level of educational attainment of parents can be related to the high school graduation and college-going rates of their children, particularly of girls, and also affects the enrollment of adults themselves in adult or continuing education. Attendence or enrollment data can provide a forewarning of future needs such as special programs and services for certain ethnic groups as they advance through the educational system.

Census data provides a count of the number of people who need English instruction.

The income level of persons (and households) reveals what proportion of a group falls below the poverty level, as well as in ranges along a continuum. Low income groups can thus be targeted for appropriate student aid and services. When compared to data on school enrollment, age, and grade level, data on marital status may reveal the effects of single parenting and and divorce on academic development and the rate of college attendance.

When analyzed with schooling, English-speaking ability, and age, data on residence five years ago can help indicate how quickly particular groups, such as Southeast Asian refugees or Mexican immigrants, acculturate into American society, giving planners information necessary to prepare to meet their needs.

Information on residence in 1980 provides planners with specific numbers of persons in the group served by community colleges. Data from this question, and that on the type of housing in which families live, are some of the most valuable to be obtained from the census for college planning. Changes in the composition of neighborhoods, cities and counties can be determined for most groups by comparing 1970 and 1980 data (Appendix 6 contains a useful review of census questionnaire changes from 1970 to 1980. See also Appendix 7 for a note on the difficulties of comparing racial and ethnic data from the two surveys). The growing heterogeneity of the California population means that concentrations of certain groups in particular location may significantly change the social, economic, and educational structure of these areas and, thereby, change the composition of a college's clientele.

Employment data can be analyzed in terms of years of schooling, age, marital status, and current school or college enrollment while working or unemployed. This information can also contribute to an assessment of the role education plays in upward mobility of low-income persons.

When related to the number of children in the residence, the variable number of rooms in residence gives some idea of the amount or type of space that commuting students have for studying in private (at home) and could have some bearing on policies for funding study facilities for colleges located in areas with low room-to-person ratios.

Census data provides a basis for comparing differences between men and women in educational attainment, attendence, occupation, income, marital status, and as head of household. Each of these elements can be analyzed by ethnic group, geographic area, or other variables. All of these data are available from both the 1970 and 1980 Census, so trends can be discerned.

Data concerning physical handicaps may show concentrations of handicapped people and help in planning appropriate educational programs for them. By assessing the age, occupation, amount of schooling, marital status, number of children, income level, housing and other characteristics of these people, planners may determine how colleges can better contribute to the education of the disabled.

The 1980 Census gives an accurate count of each ethnic group by: age, sex, English-speaking ability, years of schooling, current enrollment in school or college, occupation, level of income, type of housing (and location in the state). Analysis can review the relationships between these factors and college-going rates in order to begin assessing efforts at Affirmative Action.

To determine the degree of access, Census data can be analyzed on individual income, family income, number of children in the family (and in the residence), value of the home, the number of years of schooling of each person, the number of persons attending college, their age, sex, marital status, and ethnic origin, and whether or not the family (or person) falls below the poverty level. These data reveal much about the adaquacy of financial aid for various groups.

Summary tabulations of 1980 Census data for the State of California are displayed in Appendix 8.

USE OF CENSUS DATA FOR STATE PRIORITIES

1980 Census data can be used to establish new priorities or to modify existing ones. Following is a discussion of how this data could be used to measure the degree to which state priorities are realized.

Priority A: Open admission opportunities.

Census data can be used to provide a demographic portrait of a community, giving the numbers and proportions of all identifiable groups who could be served by the community college. This data can be aggregated in any manner using the following data elements:

Age
School Attendence
Educational Attainment
Income
Marital Status
Sex
Residence
Employment
Occupation
Ethnic Group

After an analysis of this Census data, the community college can proceed to analyze why certain groups are not being served (in the same proportions that they are represented in the general population) and how they may benefit from community college instruction and services.

Priority B: Opportunites for individual enrollment in specific

courses and programs are to be determined by an evaluation of individual student readiness and willingness to learn.

While this objective is directed to the assessment of individuals, some large scale planning can be done utilizing census data. The numbers of individuals with particular types of needs and abilities could be demonstrated using the following census items:

Age
Sex
Ethnic Group
Educational Attainment
School Attendence
Ability to Speak English
Occupation
Employment
Residence

Priority C. Community college should achieve instructional excellence and program balance.

By using the same data as in "Priority B" above, and by comparing the characteristics (and needs) of the population served with the offerings and services of the college, some measure can be made of program balance and, to a limited degree, instructional excellence.

Priority D. High quality transfer programs, articulated with senior institutions and schools.

Population data can be used to identify the numbers and types of people who may be undertaking transfer programs.

Priority E. Preparation of individuals for gainful employment.

In this case population data from the census can be best used to determine the types and levels (certificate, degree, etc.) of occupational programs to be offered. This is done by projecting educational program demand (by the level of the program desired) from the patterns of social/economic attainment in the colleges service area. Other federal economic reports can be used to project the demand in the service area for particular types of occupations.

Priorty F. Guidance and support for students.

Population data from the census can be used to determine the need (both quantitative and qualitative) for guidance and support. Particular items of value would include:

Income
Residence
Marital Status
Ethnic Group
Age
Sex
Employment
Occupation

The percent of each ethnic and age group attending college or school can be found along with the level of schooling completed by adults. The level of education of parents affects the high school graduation or college-going rates of their children, particularly of girls, and also affects the enrollment of adults themselves in adult or continuing education. Analysis of this data can provide forewarning of the need for special programs or services for certain ethnic groups as they advance through the educational system.

Priority G. Relevant programs of remediation should be required of all students who need this preparation.

Utilizing the same data and analysis as for "Priority F", it will be possible to identify the numbers and types of people needing remediation and some general idea of the nature of the remediation required.

Priority H. Continuing and community education programs responsive to the needs for:

Adult basic education;

English as a second language;

General education; and

Education for citizenship.

The same analysis and data used for "Priorities F and G" will provide a population profile for planning adult and general education programs. Census data items concerning ability to speak English and ethnicity can be helpful in determining the need for English as a second language and citizenship programs.

Priority I. Responsive to unique local needs by offering the appropriate community services.

Most census data items can be utilized to get a very detailed picture of the characteristics of the community and, thereby, support an assessment of the need for community services.

USE OF CENSUS DATA FOR ACCREDITATION

Census data can be used in the accreditation process for community colleges mainly by providing service area population characteristics so as to help determine the degree to which accreditation standards are being met. Accreditation standards will be covered only in those cases where it appears that census data can be effectively used to plan to meet the accreditation standard or, as above, it appears that it can be used to determine the degree to which the requirement has been met.

Standard One. Goals and Objectives

Standard One-B. The statement of goals and objectives defines the degree of comprehensiveness of the institution and its distictive nature.

Census data can contribute to: the required "continuing study of the educational needs of the clientele served by the institution." A profile of the individuals in the community will provide a basis for judging the degree of comprehensiveness of the college. An analysis of the data can determine if the college's goals and objectives (in its political, social and economic environments) match the population characteristics of its service area. It can also help determine the degree to which institutional objectives are being met.

Standard Two. Educational Programs

Standard Two-A.6. Provisions made for the curricular needs of special groups of students served by the institution.

An analysis of census data on age, ethnic group, and educational attainment can can provide forewarning of the need for special programs of services for certain ethnic groups as they advance through the educational system. The proportions of each age group attending school or college can be calculated along with the level of schooling completed by adults.

Data on the ability to speak English can help to determine the level of need for additional or concentrated instruction in English.

Income data can help planners identify low-income groups to be targeted for appropriate student aid and services. It is possible to appeal for differential (or supplemental) funding for colleges located in predominently low-income areas since students from these areas will need substantial additional aid (and services) to succeed in their educational programs.

Data on sex, age, and marital status may provide valuable data for planning special services for divorced and single parents and their children. Differences in male and female attendance and

educational attainment among different ethnic and age groups can be examined. Data on occupation, age, and level of schooling completed may help show the degree to which the curriculum is helping in job placement and upward mobility for each minority group, women, men, low-income, and the disabled.

Data on disabilities can be broken down into small geographic areas revealing concentrations of handicapped people, providing the basis for planning appropriate services and programs for them. By analyzing the age, occupation, amount of schooling, marital status, number of children, income level, housing, and other characteristics of these people, planners can determine how colleges can better contribute to the welfare of the disabled.

All of this data can provide the basic criteria to determine if the college is meeting the curricular needs of special groups of students in its service area.

Standard Two-B. Educational evaluation and planning is systematic, involves representatives of all appropriate segments of the institution, and provides the basis for planning and use of human, financial, and physical resources.

Standard Two-B.3. Vocational programs which are periodically reviewed and evaluated in light of changing technologies and job markets.

Standard Two-B.4. Evidence of the sucess of students in meeting educatonal objectives; e.g., preparation for employment, transfer for further study, etc.

Occupation and income patterns revealed through the analysis of census data (and other government data concerning occupational outlook, employment demand patterns, etc.) can be compared with the type and quality of vocational programs. Census data can also be used to provide basic criteria for determining the degree of sucess of vocational and transfer students.

Standard Two-C. The principal institutional focus is a commitment to learning, including its evaluation and continuous improvement.

Standard Two-C.3. Program development is related to student learning capabilities and student objectives.

Census data (as in Standard Two-A.6) can be utilized to project student learning capabilities and objectives for planning purposes, and also supply the basic criteria for evaluation.

Standard Three. Institutional Staff

Standard Three-E. Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.

Census data can provide a profile of the ethnic, age, sex, etc. distribution in the college's service area providing criteria and

a basis to demonstrate that the institution is responding to equal employment and educational opportunities, as well as to promotional standards and practices.

Standard Four. Student Services

Standard Four-A. Student services are provided to enhance educational opportunities, and to meet the special needs of students.

Standard Four-A.1. An admissions, registration, and records service which is designed to fit the purposes of the institution and the clientele served.

Standard Four-A.6. A counseling service appropriate to the institutional purposes and the clientele served.

Standard Four-A.9. A student activities program appropriate to the student body served and the residential (or non-residential) character of the campus.

Standard Four-A.14. A financial aid service which is efficiently administered, well publicized, and tailored to individual needs.

Standard Four-A.15. Services for ethnic minorities and the economically or culturally disadvantaged.

Standard Four-A.16. Special services and programs for the physically disabled.

Standard Four-A.17. Services for special groups, such as women returning education, veterans, and older students.

Standard Four-A.18. Services to meet the physical and mental health needs of students, including referral services for students with psychological problems.

Standard Four-A.19. Regular evaluation of services to determine their effectiveness in meeting student needs.

Census data and analysis as in "Standard Two-A.6" can provide a picture of the community served by the college. The proportion of people with special needs in the service area can be compared with the proportion being served by the college. The special needs of students, which "Standard Four-A" is aimed at protecting, can be projected from the basic census data. This will provide a standard by which to measure the adaquacy of facilities, staffing, and services in support of the institutional objectives. The effectiveness of particular services can be determined through analysis and comparison of census data which addresses needs to the actual services such as: admissions, registration, counseling, financial aid, health services, student records, services to special groups, etc.

Standard Six. Learning Resources

Standard Six-A. All learning resources (print and non-print library materials, media equipment, facilities, and staff) are sufficient in quantity, depth, diversity, and currentness to support all of the institution's educational offerings at appropriate levels.

Standard Six-A.1. Learning resources designed to provide support for modes of instruction suited to a variety of student needs and learning styles.

Analysis of census data, as in "Standard Two-A.6," also can be used to project student need for learning resources.

Standard Seven. Physical Resources

Analysis of census data, also as in "Standard Two-A.6," for facilities planning will measure the adaquacy of the kind and placement of facilities to meet the educational and service needs of the people in the college's service area.

Standard Eight. Financial Resources

Census data and analysis, as in "Standard Two-A.6," will provide a picture of the college's clientele. Further analysis will provide information as to their needs. This information can be utilized to determine the adaquacy of current levels of support (if needs are not being met, it would tend to argue, amoungst other things, that support was inadaquate). This data can also be used to project program and service requirements for planning adaquate levels of support.

OTHER CENSUS BUREAU DATA

Besides the decennial census, the Bureau of the Census is engaged in a number of other (and more frequent) data gathering activities which could provide useful information for community college planners.

Current Population Reports

The most important (and useful) of the Bureau's studies for higher education purposes are its seven series of Current Population Reports:

P-20 Population Characteristics

P-23 Special Studies

P-25 Population Estimates and Projections

P-26 Federal/State Cooperative Programs for Population Estimates

P-27 Farm Population

P-28 Special Censuses

P-60 Consumer Income

Each of these series contains a number of publications on varied subjects of value to college planners. For example, each Fall the P-20 series on Population Characteristics includes a report on "School Enrollment- Social and Economic Characteristics of Students." This includes data from the annual October Current Population Survey related to education enrollements from early childhood through college and university.

In addition to data on enrollments and student characteristics, Current Population Reports provide data on numerous factors needed by planners. Topics covered in the Current Population Reports, as listed in its table of contents for its December 1980 subject index, are:

Section 1. Black Population

Section 2. Children and Youth

Section 3. Educational Attainment

Section 4. Elderly

Section 5. Farm Population

Section 6. Fertility

Section 7. Geographic Areas

- United States
- Region/Division/States
- Standard Metropolitan Statistical Areas
- Outlying Areas
- Counties
- Places

Section 8. Geographic Areas by Age, Sex, and Place

- United States
- Regions/Divisions/States
- Counties

Section 9. Households and Families

Section 10. Income

Household Income
Family/Persons

Section 11. Marital Status and Living Arrangements

Marital History

Section 12. Methods, Concepts, and Specialized Data

Section 13. Metropolitan and Non-Metropolitan Residence

Section 14. Mobility and Travel to Work

Section 15. Poverty Data

Section 16. Profiles

Section 17. Projections

United States
Standard Metropolitan Statistical Areas
Regions/Divisions/States

Section 18. School Enrollment

Section 19. Spanish and Ethnic Origin

Section 20. Voting and Registration

Many of the Current Population Reports stem from the Bureau's annual current population survey of a sample of about 60,000 persons. This survey has achieved a reputation for accuracy surpassed only by the decennial census, but its sample is selected from decennial census data and, with each passing year, after the census, as those data become older, its accuracy also suffers. It is partly for this reason that the error in projecting the increase in the 1980 population was so great. The Bureau will use new and revised techniques during the 1980's to overcome the deficiencies in the sample revealed by the 1980 Census, but projections and estimates in the Current Population Reports for the latter years of the 1980's may still be less accurate than those in current years.

Social Indicators

The Bureau of the Census also publishes Social Indicators, the third and most recent edition of which appeared in late 1981. Social Indicators contains much of the important social data found in the Current Populations Reports. For example, the 585-page Social Indicators III contains a section on education and

training covering public perceptions, resource commitments, enrollment, attainment, performance and achievement, adult education and training, and international comparisons, each presented through a series of graphs and charts revealing trends and supporting data.

The one problem with Social Indicators is common of most federal reports- delay. Its data are at least two years old before publication. Nevertheless, it provides a basis for state and college planners to improve their sense of trends and a rationale for keeping state data current through local sources.

RELATED SOURCES OF DATA

Public Health Service

The U.S. Public Health Service issues a monthly report on the nation's vital statistics as well as a final consolidated Vital Statistics report each year. The monthly reports are considered preliminary (and thus not necessarily entirely accurate); nevertheless, they provide immediate information about the numbers of births, deaths, marriages, divorces, and immigration that could be of value to college planners. Because data is presented state by state (usually for the past two or three years as well as the current year), trend changes within states can be quickly detected and appropriate actions planned. While especially valuable for planners at the college level, the monthly reports can be useful to long-range planners at the state level as well. College planners can work through the State Department of Health Services to obtain vital statistics data on a county-by-county basis, which is particularly valuable for local and regional planning throughout the state.

Department of Labor

Among the reports of the U.S. Department of Labor that may be of value to planners at both the college and state levels is the Occupational Outlook Handbook. It is used extensively by high school and college counselors. The 1982-83 edition (which may be ordered from the U.S. Government Printing Office in Washington D.C. as Bureau of Labor Statistics Bulletin 2200) lists hundreds of occupations by category and describes recent employment trends for each sub-occupation

The Department's projections for the employment and occupational outlook have been about as accurate as any obtainable in the country. For long-range planning purposes, however, this information should be used with great care and selectivity. Projections of social data are subject to a high degree of error, and those pertaining to work changes and opportunities are particularly vulnerable. In California, the Department of Employment Development provides ready, reliable advice to planners in the utilization of state occupational and employment

data. Although state data may not be better than national data, they are likely to be more current and more relevant to college planners.

National Center for Education Statistics

The National Center for Education Statistics (NCES), a division of the U.S. Department of Education, has published annually (since 1977) The Condition of Education. This report is composed of charts, graphs, and tabular data drawn from a variety of sources and its own Higher Education General Information Survey (HEGIS) of colleges and universities.

While much of the Condition of Education focuses on elementary and secondary school data, a segment does relate to higher education. This report, however, has failed to become a principal source of data for higher education planning because it presents different sets of data for each year (usually directed to the current interests of federal administrators) and thus does not provide the basis for trend analysis. The data selected for inclusion may not be pertinent to college planning and some of it is not reported on a state-by-state basis. In addition, the quality of HEGIS data continues to be suspect, even after many efforts on the part of the Center to improve its accuracy. Because institutions find national HEGIS data of little value to them when it is released two or more years late, they are careless in reporting their own data to the center.

From time to time the Center also publishes special reports on particular conditions in education, such as Enrollments and Programs in Noncollegiate Postsecondary Schools, 1978 and Residence and Migration of College Students, Fall 1979. It makes its own projections on enrollments, finance and faculty. The overall quality of its work is continually improving but, its lateness in releasing this work limits its usefulness.

SUMMARY

The 1980 United States Census is the most comprehensive source of data on population characteristics available. Census data do have their limitations but these are insignificant compared to the support it can provide analysis and planning in community colleges. The one major problem with the census is that it only provides a one-time picture of population for April, 1980. The Census is not updated in the detail that is always necessary for community college planning. The result is that as each year year passes, population characteristics change and the Census data become less accurate and less useful. By 1985, the Current Population Reports of the Bureau of the Census may be a more accurate source of aggregate information. For data which can be

can be aggregated by community college district, however, it will be necessary to wait till the 1990 Census.

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APPENDIX 1
State Data Center Affiliate Offices

Office Name	Telephone
Warren Freeman Association of Monterey Bay Area Government	(408) 624-2117
Dave Hironimus Butte County Planning Department	(916) 534-4601
Ed Wyllie Central Sierra Planning Council	(209) 754-1811
Dennis Barry Contra Costa County Planning Department	(415) 372-2035
Deirdre Sockbeson Eureka-Humbolt Library	(707) 445-7284
Bob Penman Fresno County Planning Department	(209) 453-3896
Leonard Fabian Imperial County Planning Department	(619) 352-8184
Ruth Mark Division of Labor Statistics and Research Department of Industrial Relations	(415) 557-2184
Ron Brummett/Bradley Williams Kern County Council of Governments	(805) 861-2191
Terry Dean Institute of Governmental Studies U.C. Berkeley	(415) 642-5659
Steve Casey Kings County Regional Planning Agency	(209) 582-3211 Extension 2674
Librarian County of Orange, Administrtive Office	(714) 834-6746
Harry Hamparzumian Economic Information and Research Los Angeles Area Chamber of Commerce	(213) 629-0673
George Marr Los Angeles County Planning Department	(213) 974-6476
T. W. Murray Madera County Planning Department	(209) 674-4641
Jerry Heath/Wayne Bashore	(707) 468-4281

Mendocino County Planning Department	
Carolyn Clark Merced County Association of Governments	(209) 723-3153
Michael McCall Riverside County Planning Department	(714) 787-6183
Craig Gooch San Bernardino County Planning Department	(714) 383-2445
Max Schetter San Diego County Chamber of Commerce	(619) 232-0124
Urmila John San Diego County Planning Department	(619) 565-3028
Richard B. Morton San Francisco Chamber of Commerce	(415) 392-4511
Tom Walker/Gary Gorham San Joaquin County Planning Department	(209) 944-3722
Michael Draze/Bernie Melvin San Luis Obispo County Planning Department	(805) 549-5600
Mike Powers Santa Barbera County-Cities Area Planning Council	(805) 963-7194
Denis Cook Shasta County Planning Department	(916) 246-5185
Bob Sellman Siskiyou County Planning Department	(916) 842-3531 Extension 242
David Baltz Stanislaus County Planning Department	(209) 571-6330
George Robson Tehema County Planning Department	(916) 527-2200
Richard Huntley Tulare County Planning Department	(209) 733-6284
Joan Randall U.C. Davis	(916) 752-6224
Ron Angle/Richard Davis California State University, Chico	(916) 895-5711 or 895-5329
Kim Hocking Ventura County Planning Department	(805) 654-2468

APPENDIX 2

MAJOR REPORT SERIES FROM THE 1980 CENSUS [1]

UNITED STATES BUREAU OF THE CENSUS

Population ([1]California Census Users Handbook, p. 19)

Series PC80-1-A (One per State)	Number of Inhabitants. Final official population counts are presented for States, counties, SMSAs, urbanized areas, minor civil divisions, census county divisions, all incorporated places, and census designated places of 1,000 inhabitants or more.
Series PC80-1-B (One per State)	General Population Characteristics. Statistics on age, sex, race, marital status, Spanish/Hispanic origin, and household relationships are presented for States, counties, SMSAs, urbanized areas, minor civil divisions, census county divisions, Indian reservations, and places of 1,000 inhabitants or more.
Series PC80-1-C (One per State)	General Social and Economic Characteristics. These reports focus on population items collected on a sample basis. Each subject is shown for the following areas: States, counties, SMSAs, urbanized areas, and places of 2,500 inhabitants or more.
Series PC80-1-D (One per State)	Detailed Characteristics. These reports cover most of the population subjects collected on a sample basis, presenting the data in considerable detail and cross-classified by age, race, and other characteristics. Each subject is shown for the following areas: States (by urban, rural-nonfarm, and rural-farm residence), large SMSAs, and large cities.

Housing

Series HC80-1-A (One per State)	General Housing Characteristics. Statistics on 100-percent housing items are presented for States, counties, SMSAs, urbanized areas, minor civil divisions, census county divisions, Indian reservations, and places of 1,000 inhabitants or more.
Series HC80-1-B (One per State)	Detailed Housing Characteristics. These reports focus on the housing items collected on a sample basis. Each subject is shown for the following areas: States, counties, SMSAs, urbanized areas, and places of 2,500 inhabitants or more.

Population and Housing

Series PHC80-1 (One per SMSA and one for each State)	Block Statistics. Reports show data for individual blocks on selected 100-percent population and housing items. The series includes one report for each SMSA (presenting block statistics for the urbanized area, places of 10,000 inhabitants or more, and smaller communities which contracted with the Census Bureau to provide block statistics) and a "balance of State" report for each State (presenting block statistics for places of 10,000 inhabitants outside of SMSAs or more and smaller communities which contracted with the Census Bureau to provide block statistics). On microfiche; no printed reports.
Series PHC80-2 (One per SMSA and one for each State)	Census Tracts. Reports present selected population and housing items (100-percent and sample) for individual census tracts. The series includes one report for each SMSA and a "balance of State" report for those tracted areas outside of SMSAs.
Series PHC80-3 (One per State)	Summary Characteristics for Governmental Units. Reports present selected population and housing items (100-percent and sample) for counties, incorporated places, and "active" MCDs qualifying for revenue sharing purposes.

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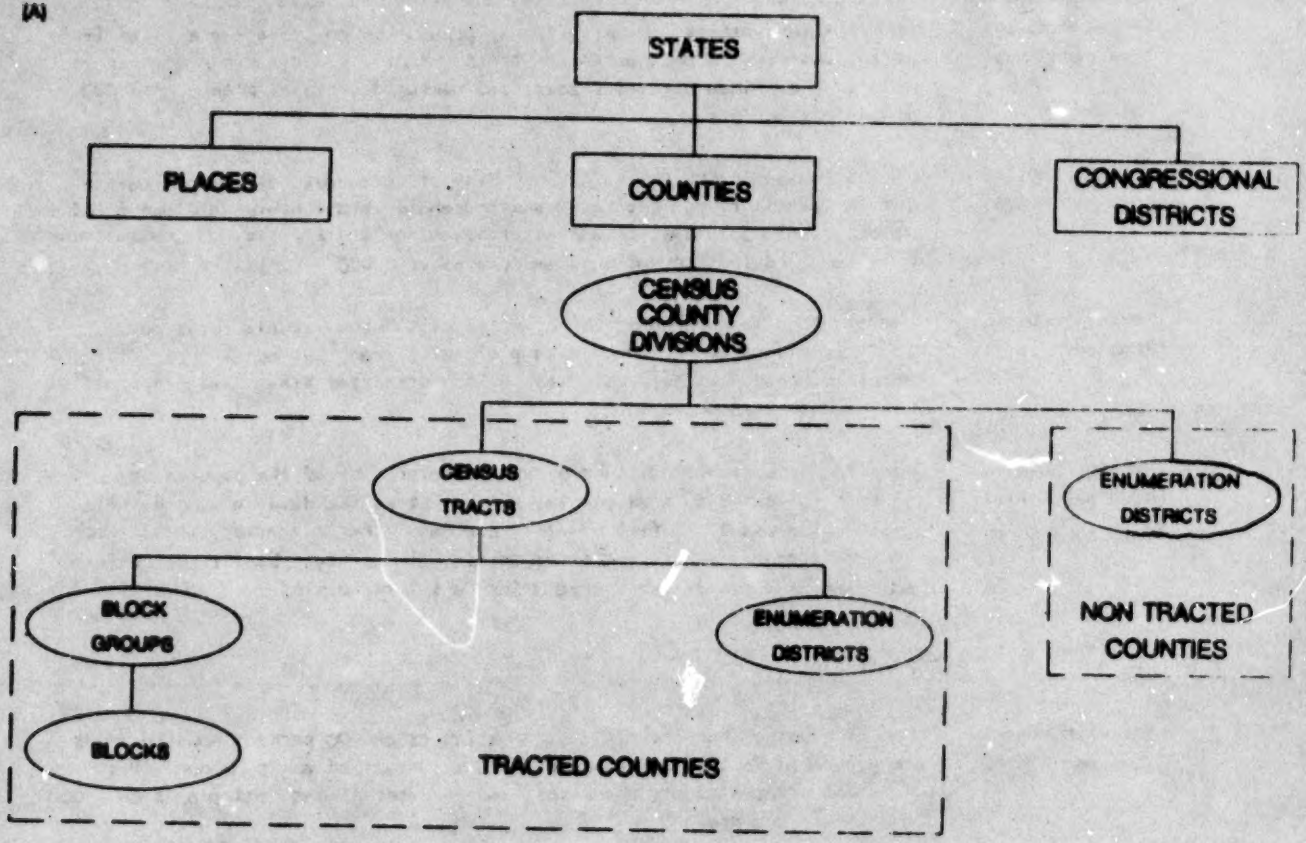
APPENDIX 3

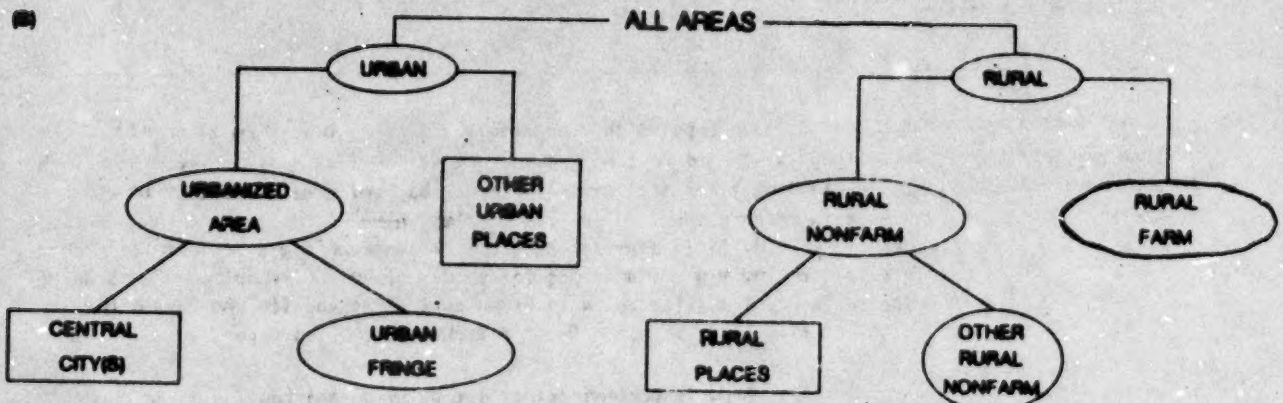
Census Geographic Units — Their Hierarchical Relationships[2]

([2]California Census Users Handbook, p. 6)

(A)



(B)



KEY:

GOVERNMENTAL UNITS

STATISTICAL UNITS

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APPENDIX 4

NUMBER OF TRACTS, ENUMERATION DISTRICTS, BLOCK GROUPS, AND BLOCKS
CALIFORNIA COUNTIES[3]

County	Tracts	EDs	Number of Block Groups	Blocks
Alameda	296	2	1,142	10,289
Alpine	--	10	--	--
Amador	--	35	--	--
Butte	36	120	63	913
Calaveras	--	31	--	--
Colusa	--	15	--	--
Contra Costa	158	--	708	6,705
Del Norte	--	51	--	--
El Dorado	19	99	39	619
Fresno	109	216	419	5,410
Glenn	--	33	--	--
Humboldt	26	195	65	1,038
Imperial	25	119	60	692
Inyo	--	62	--	--
Kern	84	54	406	6,590
Kings	18	80	30	495
Lake	--	76	--	--
Lassen	--	50	--	--
Los Angeles	1,644	44	6,382	63,205
Madera	12	68	28	483
Marin	49	23	237	2,034
Mariposa	--	26	--	--
Mendocino	3[a]	116	17	219
Merced	24	63	71	1,157
Modoc	--	40	--	--
Mono	--	31	--	--
Monterey	69	63	187	2,888
Napa	20	22	132	944
Nevada	12	66	--	--
Orange	418	--	1,355	15,133
Placer	28	63	100	993
Plumas	--	30	--	--
Riverside	112	376	558	7,203
Sacramento	151	27	559	7,359
San Benito	--	46	--	--
San Bernardino	123	246	694	8,052
San Diego	384	127	1,375	15,005
San Francisco	156	--	614	5,259
San Joaquin	86	41	442	4,253
San Luis Obispo	30	193	46	841

[3]California Census Users Handbook, pp. 10-11

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NUMBER OF TRACTS, ENUMERATION DISTRICTS, BLOCK GROUPS, AND BLOCKS
CALIFORNIA COUNTIES

County	Tracts	EDs	Number of Block Groups	Blocks
San Mateo	146	5	552	5,917
Santa Barbara	68	74	229	2,958
Santa Clara	261	6	1,131	11,513
Santa Cruz	45	20	178	1,971
Shasta	27	61	47	1,277
Sierra	--	11	--	--
Siskiyou	--	105	--	--
Solano	64	25	243	2,328
Sonoma	59	139	238	2,438
Stanislaus	57	--	397	4,205
Sutter	11	17	41	575
Tehama	3[a]	52	11	249
Trinity	--	25	--	--
Tulare	51	201	120	2,377
Tuolumne	--	61	--	--
Ventura	114	42	430	4,851
Yolo	25	58	68	1,007
Yuba	11	23	37	524
State Total	5,034	3,884	19,451	209,969

[a]Block Numbering Areas.

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APPENDIX 5

The 1980 Census Questionnaire

The Following article is reprinted by the U.S. Bureau of the Census, courtesy of American Demographics magazine, from its April 1979 issue. American Demographics, Inc. assumes all responsibility for its contents.

The 1980 Census questionnaire is already at the printer's. We have obtained a copy, which is reprinted here with our annotations.

This is the version of the questionnaire given to a sample of the population: The first seven population questions also are asked of every American, and housing questions H1.-H12. are asked of every household. The rest of the questions are asked on a one-in-six random sample basis, except in localities of less than 5,000 population, where a one-in-two sample is taken to gather data statistically adequate for use as the basis for federal revenue sharing program allocations.

The first question appears on the cover of both the short form (the 100 percent questionnaire) and long form (the sample questionnaire). The question is: "What is the name of each person who was living here on Tuesday, April 1, 1980, or who was staying or visiting here and had no other home?" Information from Question 1 is used by the Census Bureau for follow-up if other questions are not answered. Data from this question are not published.

The questionnaire begins with a pledge of confidentiality, Spanish-language instructions for those who wish to order a Spanish questionnaire, and the following message from the director of the Bureau of the Census:

Note: The questionnaire was provided by the Census Bureau, with editing and annotations done by the American Demographics staff.

"We must, from time-to-time, take stock of ourselves as a people if our Nation is to meet successfully the many national and local challenges we face. This is the purpose of the 1980 census.

"The essential need for a population census was recognized almost 200 years ago when our Constitution was written. As provided by article I, the first census was conducted in 1790 and one has been taken every 10 years since then.

"The law under which the census is taken protects the confidentiality of your answers. For the next 72 years — or until April 1, 2052 — only sworn census workers have access to the individual records, and no one else may see them.

"Your answers, when combined with the answers from other people, will provide the statistical figures needed by public and private groups, schools, business and industry, and Federal, State, and local governments across the country. These figures will help all sectors of American society understand how our population and housing are changing. In this way, we can deal more effectively with today's problems and work toward a better future for all of us.

"The census is a vitally important national activity. Please do your part by filling out this census form accurately and completely. If you mail it back promptly in the enclosed postage-paid envelope, it will save the expense and inconvenience of a census taker having to visit you.

"Thank you for your cooperation."

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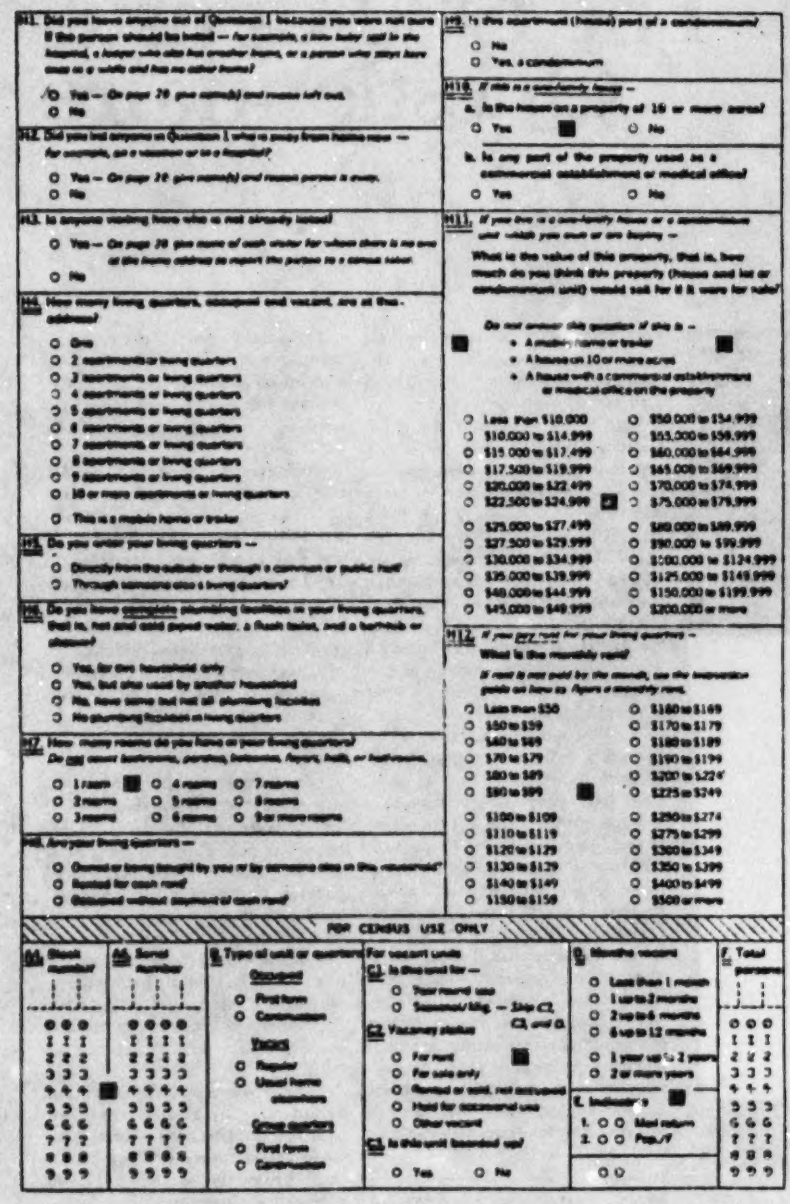

H1. Did you leave anyone out of Question 1 because you were not sure if the person should be listed — *For example, a new baby still in the hospital, a lodger who also has another home, or a person who stays here most of the time but has no other home?*

- Yes — *Go page 29 give name(s) and reason left out.*
- No

H2. Did you list anyone on Question 1 who is away from home now — *For example, on a vacation or in a hospital?*

- Yes — *Go page 29 give name(s) and reason person is away.*
- No

H3. Is anyone visiting here who is not already listed?

- Yes — *Go page 29 give name of each visitor for whom there is no one at this home address to report the person in a census total.*
- No

H4. How many living quarters, occupied and vacant, are at this address?

- One
- 2 apartments or living quarters
- 3 apartments or living quarters
- 4 apartments or living quarters
- 5 apartments or living quarters
- 6 apartments or living quarters
- 7 apartments or living quarters
- 8 apartments or living quarters
- 9 apartments or living quarters
- 10 or more apartments or living quarters
- This is a mobile home or trailer

H5. Do you enter your living quarters —

- Directly from the outside or through a common or public hall?
- Through someone else's living quarters?

H6. Do you have complete plumbing facilities in your living quarters, that is, hot and cold piped water, a flush toilet, and a bathtub or shower?

- Yes, for this household only
- Yes, but also used by another household
- No, have some but not all plumbing facilities
- No plumbing facilities in living quarters

H7. How many rooms do you have in your living quarters? *Do not count bathrooms, porches, balconies, foyers, halls, or half rooms.*

- 1 room
- 2 rooms
- 3 rooms
- 4 rooms
- 5 rooms
- 6 rooms
- 7 rooms
- 8 rooms
- 9 or more rooms

H8. Are your living quarters —

- Owned or being bought by you or by someone else in this household?
- Rented for cash rent?
- Occupied without payment of cash rent?

H9. Is this apartment (house) part of a condominium?

- No
- Yes, a condominium

H10. *If this is a one-family house —*

a. Is this house on a property of 10 or more acres?

- Yes
- No

b. Is any part of the property used as a commercial establishment or medical office?

- Yes
- No

H11. *If you live in a one-family house or a condominium unit, which you own or are buying —*

What is the value of this property, that is, how much do you think this property (house and lot or condominium unit) would sell for if it were for sale?

Do not answer this question if you live —

- *A mobile home or trailer*
- *A house on 10 or more acres*
- *A house with a commercial establishment or medical office on the property*

- Less than $10,000
- $10,000 to $14,999
- $15,000 to $17,499
- $17,500 to $19,999
- $20,000 to $22,499
- $22,500 to $24,999
- $25,000 to $27,499
- $27,500 to $29,999
- $30,000 to $34,999
- $35,000 to $39,999
- $40,000 to $44,999
- $45,000 to $49,999
- $50,000 to $54,999
- $55,000 to $59,999
- $60,000 to $64,999
- $65,000 to $69,999
- $70,000 to $74,999
- $75,000 to $79,999
- $80,000 to $89,999
- $90,000 to $99,999
- $100,000 to $124,999
- $125,000 to $149,999
- $150,000 to $199,999
- $200,000 or more

H12. *If you pay rent for your living quarters —*

What is the monthly rent?

If rent is not paid by the month, see the instruction guide on how to figure a monthly rent.

- Less than $50
- $50 to $59
- $60 to $69
- $70 to $79
- $80 to $89
- $90 to $99
- $100 to $109
- $110 to $119
- $120 to $129
- $130 to $139
- $140 to $149
- $150 to $159
- $160 to $169
- $170 to $179
- $180 to $189
- $190 to $199
- $200 to $224
- $225 to $249
- $250 to $274
- $275 to $299
- $300 to $349
- $350 to $399
- $400 to $499
- $500 or more

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A4. Block number

A6. Serial number

B. Type of unit or quarters — Occupied: First form, Continued; Vacant: Regular, Usual home elsewhere; Group quarters: First form, Continued

For vacant units

C1. Is this unit for —
- Year round use
- Seasonal/Mig. — Also fill C2, C3, and C4

C2. Vacancy status
- For rent
- For sale only
- Rented or sold, not occupied
- Held for occasional use
- Other vacant

C3. Is this unit boarded up?
- Yes
- No

D. Months vacant
- Less than 1 month
- 1 up to 2 months
- 2 up to 6 months
- 6 up to 12 months
- 1 year up to 2 years
- 2 or more years

E. Indicator 9
1. Mail return
2. Pop./F

F. Total persons

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H1-H3. the housing part of both the 100 percent and sample questionnaires starts with these three questions to make sure that everyone in the household was counted.

H4. same as in 1970. This question is asked so that census personnel can be sure that all units at an address are enumerated. Question H13 provides superior data on the number of dwelling units in the structure. Like the first three housing questions, H4 is intended to check coverage.

H5. has the objective of making certain the respondent occupies a bona fide dwelling unit, not just a few rooms in someone else's house.

H6. one of the few questions left from a series of questions in the 1970 Census which attempted to measure housing quality.

H7. same as in 1970.

H8. same as in 1970.

H9. for the first time poses a separate question on condominiums. The term "cooperative" also appeared on the test questionnaires but was misunderstood by many respondents.

H10. separates farmhouses, estates, and partly commercial structures from single family dwelling units. Value is not tabulated for these types of units.

H11. asks values. There are 24 categories instead of the 11 in 1970, when the highest value was only $50,000 or more.

H12. also shows the impact of inflation. The highest interval in 1970 was $300 or more. It is now $500 or more, and 24 categories appear instead of the former 14.

H12 ends the housing questions asked of all Americans. The Census Bureau estimates it takes 15 minutes to answer the 19 population and housing questions on the short questionnaire, while the remaining questions add another 30 minutes.

2. provides information on type of household (husband/wife, other type of family, or single person household) and the number of persons in the household. Because of changes in society since 1970, the concept of household "head" has been replaced with that of a reference person in whose name the dwelling unit is owned or rented. This person is identified in column one. This key change means data will not be exactly comparable to "male-headed" or "female-headed" household data from the 1970 Census, but it will be easy to identify families and other types of households. In many tabulations, characteristics will be shown for both husband or wife where they were shown previously only for the head of family households.

The questionnaire has space for up to seven household members to provide answers. We show only column 1. The other columns are identical except for question 2, which asks relationship. In question 2, columns 2 through 7 have the following language instead of the "Start in this column" language: "If relative of person in column 1: Husband/wife; Son/daughter; Brother/sister; Father/mother; Other relative (specify). If not related to person in column 1: Roomer, boarder; Partner, roommate; Paid employee; Other nonrelative (specify)."

Two of the categories are new: "Partner, roommate" and "Paid employee." The first was added to obtain emphasis on the growing number of people who live together without being married.

3. same as in 1970.

4. expands the possible answers about race from nine in 1970 to 15. As a result we can expect a few Samoans to turn up in places like Kansas City, just because that alternative is listed. The expansion is the result of growing ethnic awareness, but note that the word "race" does not appear.

5. same as in 1970.

6. same as in 1970.

7. for the first time asks all Americans a single question about Spanish origin. These data will not be comparable with previous censuses. In 1970, this question was asked of a maximum of 15 percent of the population, and the data were tabulated differently for different regions of the country. This question asks the population questions asked of all Americans. The next three questions appear on the long form questionnaire only.

8. similar to 1970, but what was previously called "parochial" schools is now called "church related."

9. similar to 1970, but the highest college level asked for there was six or more years.

10. same as in 1970.

Note: Because of our format we have reduced the size of the questionnaire by about 15 percent and omitted certain instructions to respondents and Census Bureau use boxes. The census questionnaire also will have blue shading, not gray.

Here are the QUESTIONS ↓	These are the columns for ANSWERS → *Please fill one column for each person listed in Question 1*	PERSON in column 1	P
2. How is the person related to the person in column 1? *Fill one circle.* *If "Other relative" of person in column 1, give exact relationship, such as mother-in-law, niece, grandson, etc.*		*START in this column with the household member (or one of the members) in whose name the home is owned or rented. If there is no such person, start in this column with any adult household member.*	If relative of pe… ○ Husbar… ○ Son/da… ○ Brother If not related to … ○ Roomer ○ Partner ○ Paid em…
3. Sex *Fill one circle.*		○ Male ■ ○ Female	○ Male
4. Is this person *Fill one circle.*		○ White ○ Black or Negro ○ Japanese ○ Chinese ○ Filipino ○ Korean ○ Vietnamese ○ Indian (Amer.) Print tribe ○ Asian Indian ○ Hawaiian ○ Guamanian ○ Samoan ○ Eskimo ○ Aleut ○ Other — Specify	○ White ○ Black or … ○ Japanese ○ Chinese ○ Filipino ○ Korean ○ Vietnamese ○ Indian (… Print tribe …
5. Age, and month and year of birth *a. Print age at last birthday.* *b. Print month and fill one circle.* *c. Print year in the spaces, and fill one circle below each number.*	a. Age at last birthday b. Month of birth ○ Jan — Mar ○ Apr — June ○ July — Sept. ○ Oct — Dec. c. Year of birth 1 ● 8 ○ 9 ○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○		a. Age at last birthday b. Month of birth ○ Jan — … ○ Apr — … ○ July — … ○ Oct — …
6. Marital status *Fill one circle.*		○ Now married ○ Widowed ○ Divorced ○ Separated ○ Never married	○ Now m… ○ Widow… ○ Divorc…
7. Is the person of Spanish/Hispanic origin or descent? *Fill one circle.*		○ No (not Spanish/Hispanic) ○ Yes, Mexican, Mexican-Amer., Chicano ○ Yes, Puerto Rican ■ ○ Yes, Cuban ○ Yes, other Spanish/Hispanic	○ No (no… ○ Yes, M… ○ Yes, P… ○ Yes, C… ○ Yes, o…
8. Since February 1, 1989, has this person attended regular school or college at any time? *Fill one circle. Count nursery school, kindergarten, elementary school and schooling which leads to a high school diploma or college degree.*		○ No, has not attended since February 1 ○ Yes, public school, public college ○ Yes, private, church-related ○ Yes, private, not church-related	○ No, ha… ○ Yes, pu… ○ Yes, pr… ○ Yes, pr…
9. What is the highest grade (or year) of regular school this person has ever attended? *Fill one circle.* *If now attending school, mark grade person is in. If high school was finished by equivalency test (GED), mark "12."*	Highest grade attended ○ Nursery school ○ Kindergarten Elementary through high school (grade or year) 1 2 3 4 5 6 7 8 9 10 11 12 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ College (academic year) ■ 1 2 3 4 5 6 7 8 or more ○ ○ ○ ○ ○ ○ ○ ○ ○ Never attended school — Skip question 10		Highest grade ○ Nurse… Elementary th… 1 2 3 4 ○ ○ ○ ○ College (acade… 1 2 3 4 ○ ○ ○ ○ ○ Never…
10. Did this person finish the highest grade (or year) attended? *Fill one circle.*		○ Now attending this grade (or year) ○ Finished this grade (or year) ○ Did not finish this grade (or year)	○ Now a… ○ Finishe… ○ Did no…

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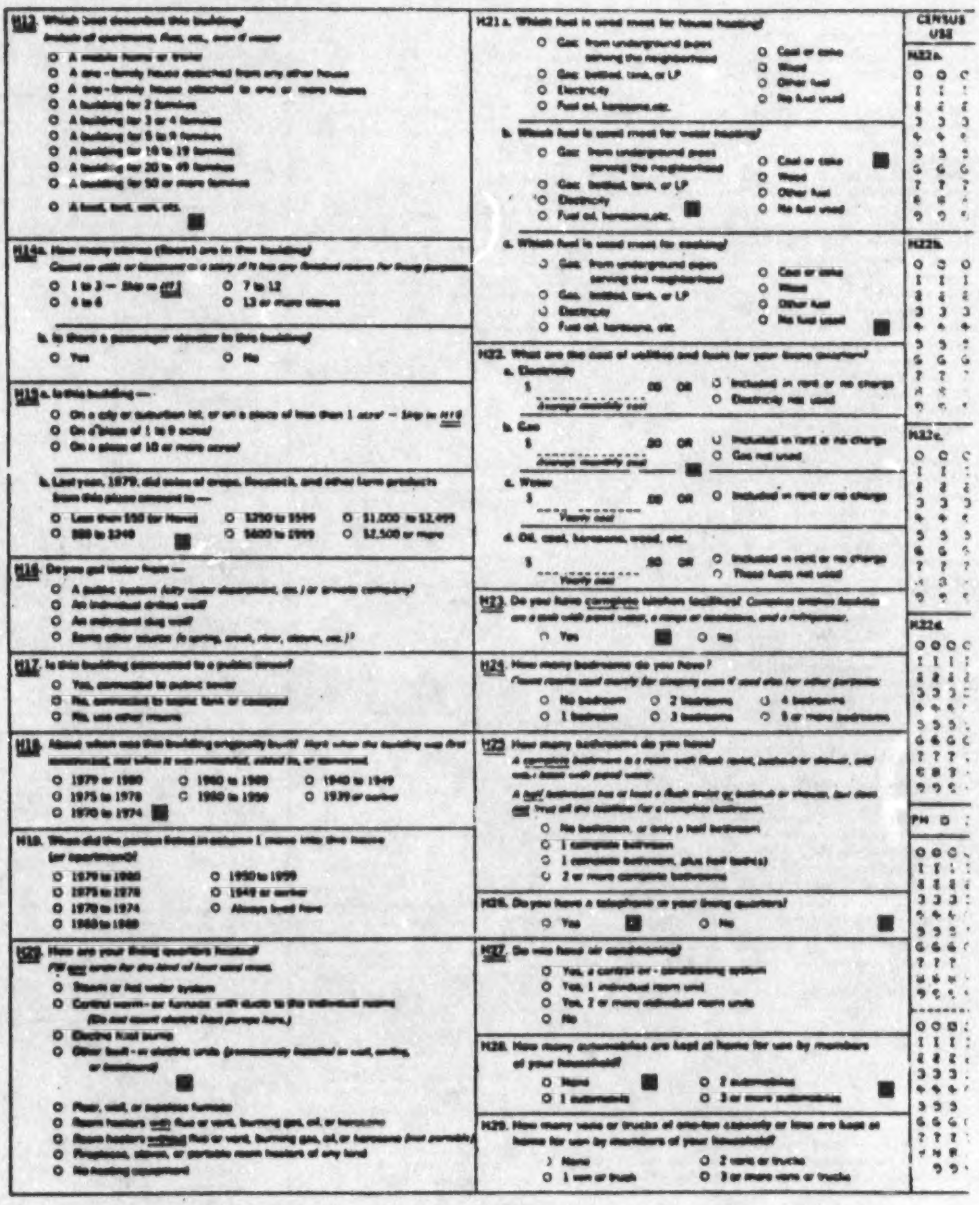

H12. Which best describes this building?
Include all apartments, flats, etc., even if vacant

- A mobile home or trailer
- A one-family house detached from any other house
- A one-family house attached to one or more houses
- A building for 2 families
- A building for 3 or 4 families
- A building for 5 to 9 families
- A building for 10 to 19 families
- A building for 20 to 49 families
- A building for 50 or more families
- A boat, tent, van, etc.

H14a. How many stories (floors) are in this building?
Count an attic or basement as a story if it has any finished rooms for living purposes.

- 1 to 3 — Skip to H15
- 4 to 6
- 7 to 12
- 13 or more stories

b. Is there a passenger elevator in this building?

- Yes
- No

H15 a. Is this building —

- On a city or suburban lot, or on a place of less than 1 acre? — Skip to H16
- On a place of 1 to 9 acres?
- On a place of 10 or more acres?

b. Last year, 1979, did sales of crops, livestock, and other farm products from this place amount to —

- Less than $50 (or None)
- $50 to $249
- $250 to $599
- $600 to $999
- $1,000 to $2,499
- $2,500 or more

H16. Do you get water from —

- A public system *(city water department, etc.)* or private company?
- An individual drilled well?
- An individual dug well?
- Some other source *(a spring, creek, river, cistern, etc.)*?

H17. Is this building connected to a public sewer?

- Yes, connected to public sewer
- No, connected to septic tank or cesspool
- No, use other means

H18. About when was this building originally built? *Ask when the building was first constructed, not when it was remodeled, added on, or converted.*

- 1979 or 1980
- 1975 to 1978
- 1970 to 1974
- 1960 to 1969
- 1950 to 1959
- 1940 to 1949
- 1939 or earlier

H19. When did the person listed in column 1 move into this house (or apartment)?

- 1979 to 1980
- 1975 to 1978
- 1970 to 1974
- 1960 to 1969
- 1950 to 1959
- 1949 or earlier
- Always lived here

H20. How are your living quarters heated?
Fill one circle for the kind of fuel used most.

- Steam or hot water system
- Central warm-air furnace with ducts to the individual rooms *(Do not count electric heat pumps here.)*
- Electric heat pump
- Other built-in electric units *(permanently installed in wall, ceiling, or baseboard)*
- Floor, wall, or pipeless furnace
- Room heater with flue or vent, burning gas, oil, or kerosene
- Room heater without flue or vent, burning gas, oil, or kerosene *(not portable)*
- Fireplaces, stoves, or portable room heaters of any kind
- No heating equipment

H21 a. Which fuel is used most for house heating?

- Gas: from underground pipes serving the neighborhood
- Gas: bottled, tank, or LP
- Electricity
- Fuel oil, kerosene, etc.
- Coal or coke
- Wood
- Other fuel
- No fuel used

b. Which fuel is used most for water heating?

- Gas: from underground pipes serving the neighborhood
- Gas: bottled, tank, or LP
- Electricity
- Fuel oil, kerosene, etc.
- Coal or coke
- Wood
- Other fuel
- No fuel used

c. Which fuel is used most for cooking?

- Gas: from underground pipes serving the neighborhood
- Gas: bottled, tank, or LP
- Electricity
- Fuel oil, kerosene, etc.
- Coal or coke
- Wood
- Other fuel
- No fuel used

H22. What are the cost of utilities and fuels for your home (apartment)?

a. Electricity
$ _____ .00 OR
Average monthly cost
- Included in rent or no charge
- Electricity not used

b. Gas
$ _____ .00 OR
Average monthly cost
- Included in rent or no charge
- Gas not used

c. Water
$ _____ .00 OR
Yearly cost
- Included in rent or no charge

d. Oil, coal, kerosene, wood, etc.
$ _____ .00 OR
Yearly cost
- Included in rent or no charge
- These fuels not used

H23. Do you have complete kitchen facilities? *Complete kitchen facilities are a sink with piped water, a range or cookstove, and a refrigerator.*

- Yes
- No

H24. How many bedrooms do you have?
Count rooms used mainly for sleeping even if used also for other purposes.

- No bedroom
- 1 bedroom
- 2 bedrooms
- 3 bedrooms
- 4 bedrooms
- 5 or more bedrooms

H25. How many bathrooms do you have?
A complete bathroom is a room with flush toilet, bathtub or shower, and with hot and cold piped water.
A half bathroom has at least a flush toilet or bathtub or shower, but does not have all the facilities for a complete bathroom.

- No bathroom, or only a half bathroom
- 1 complete bathroom
- 1 complete bathroom, plus half bath(s)
- 2 or more complete bathrooms

H26. Do you have a telephone on your living quarters?

- Yes
- No

H27. Do you have air conditioning?

- Yes, a central air-conditioning system
- Yes, 1 individual room unit
- Yes, 2 or more individual room units
- No

H28. How many automobiles are kept at home for use by members of your household?

- None
- 1 automobile
- 2 automobiles
- 3 or more automobiles

H29. How many vans or trucks of one-ton capacity or less are kept at home for use by members of your household?

- None
- 1 van or truck
- 2 vans or trucks
- 3 or more vans or trucks

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H22a.
H22b.
H22c.
H22d.
PM

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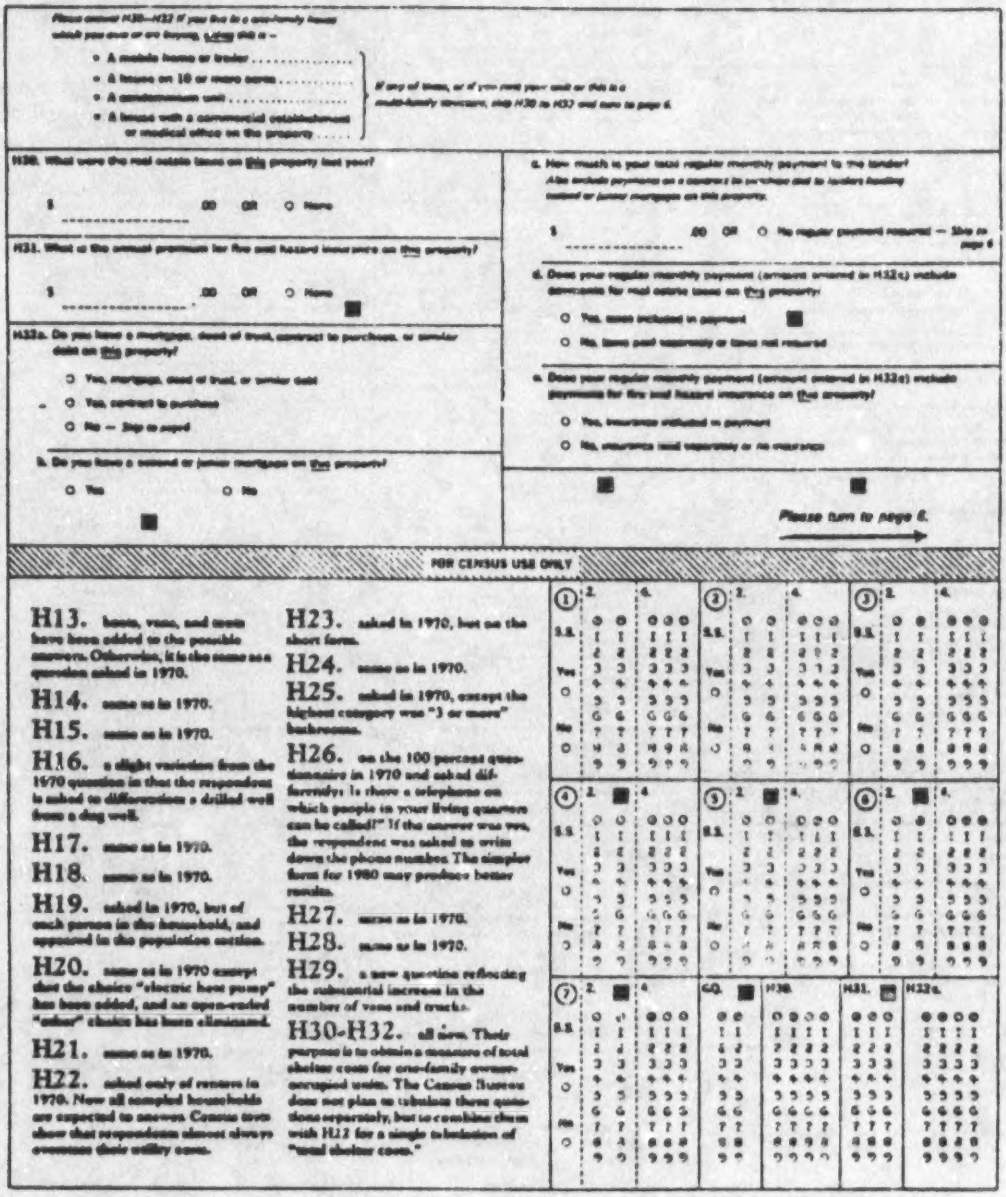

Please answer H30–H32 if you live in a one-family house which you own or are buying, unless this is –

- A mobile home or trailer
- A house on 10 or more acres
- A condominium unit
- A house with a commercial establishment or medical office on the property

If any of these, or if you rent your unit or this is a multi-family structure, skip H30 to H32 and turn to page 6.

H30. What were the real estate taxes on this property last year?

$ _____ .00 OR ○ None

H31. What is the annual premium for fire and hazard insurance on this property?

$ _____ .00 OR ○ None

H32a. Do you have a mortgage, deed of trust, contract to purchase, or similar debt on this property?

- ○ Yes, mortgage, deed of trust, or similar debt
- ○ Yes, contract to purchase
- ○ No — *Skip to page 6*

b. Do you have a second or junior mortgage on this property?

○ Yes ○ No

c. How much is your total regular monthly payment to the lender? *Also include payments on a contract to purchase and to lenders holding second or junior mortgages on this property.*

$ _____ .00 OR ○ No regular payment required — *Skip to page 6*

d. Does your regular monthly payment (amount entered in H32c) include payments for real estate taxes on this property?

- ○ Yes, taxes included in payment
- ○ No, taxes paid separately or taxes not required

e. Does your regular monthly payment (amount entered in H32c) include payments for fire and hazard insurance on this property?

- ○ Yes, insurance included in payment
- ○ No, insurance paid separately or no insurance

Please turn to page 6.

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H13. boats, vans, and seats have been added to the possible answers. Otherwise, it is the same as a question asked in 1970.

H14. same as in 1970.

H15. same as in 1970.

H16. a slight variation from the 1970 question in that the respondent is asked to differentiate a drilled well from a dug well.

H17. same as in 1970.

H18. same as in 1970.

H19. asked in 1970, but of each person in the household, and appeared in the population section.

H20. same as in 1970 except that the choice "electric heat pump" has been added, and an open-ended "other" choice has been eliminated.

H21. same as in 1970.

H22. asked only of owners in 1970. Now all sampled households are expected to answer. Census tests show that respondents almost always overstate their utility costs.

H23. asked in 1970, but on the short form.

H24. same as in 1970.

H25. asked in 1970, except the highest category was "3 or more" bedrooms.

H26. on the 100 percent questionnaire in 1970 and asked differently: Is there a telephone on which people in your living quarters can be called?" If the answer was yes, the respondent was asked to write down the phone number. The simpler form for 1980 may produce better results.

H27. same as in 1970.

H28. same as in 1970.

H29. a new question reflecting the substantial increase in the number of vans and trucks.

H30-H32. all new. Their purpose is to obtain a measure of total shelter costs for one-family owner-occupied units. The Census Bureau does not plan to tabulate these questions separately, but to combine them with H12 for a single tabulation of "total shelter costs."

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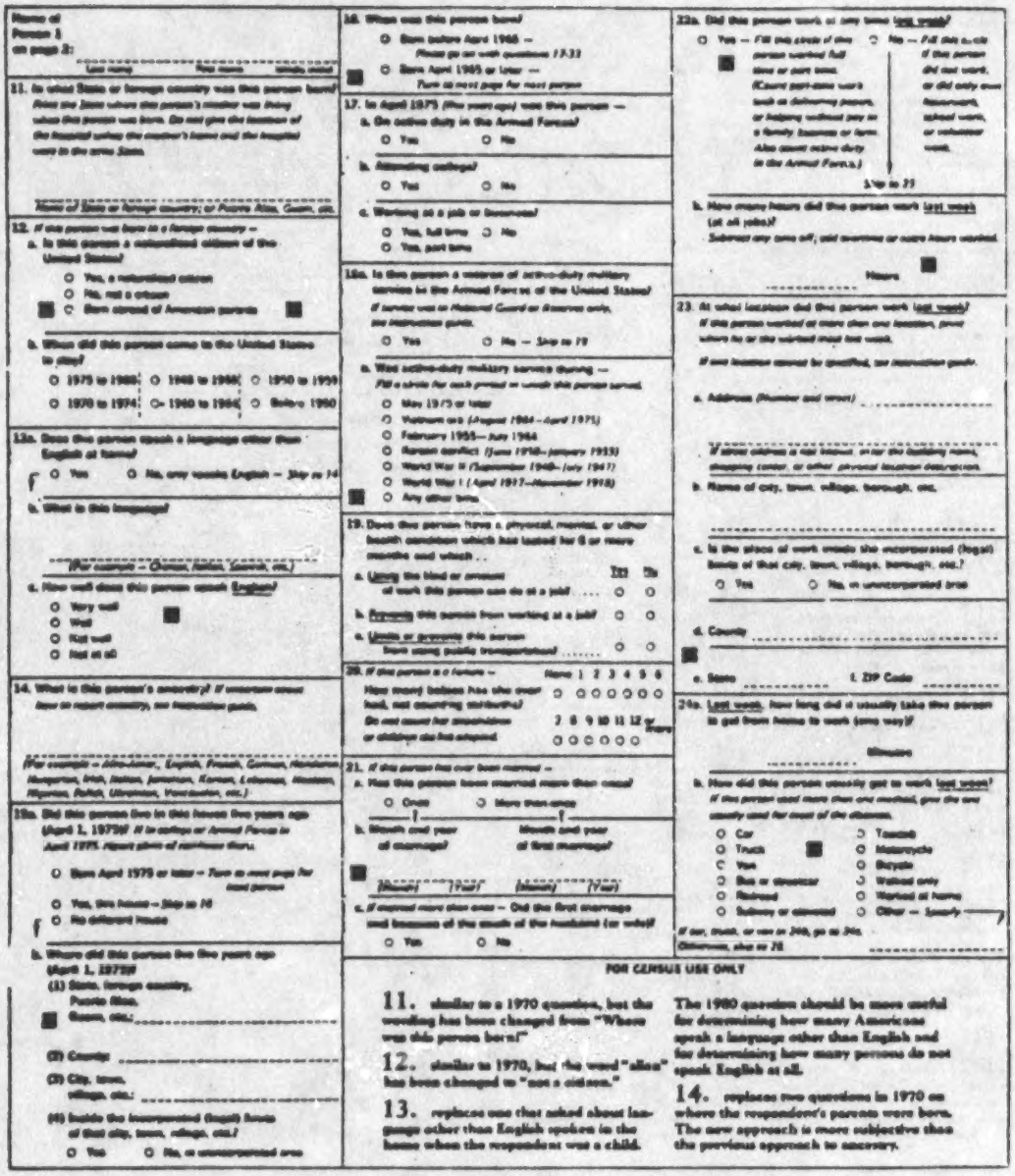

Name of Person 1 on page 2:
Last name | First name | Middle initial

11. In what State or foreign country was this person born?
Print one State where this person's mother was living when this person was born. Do not give the location of the hospital unless the mother's home and the hospital were in the same State.
Name of State or foreign country; or Puerto Rico, Guam, etc.

12. If this person was born in a foreign country —
a. Is this person a naturalized citizen of the United States?
○ Yes, a naturalized citizen
○ No, not a citizen
○ Born abroad of American parents
b. When did this person come to the United States to stay?
○ 1975 to 1980 ○ 1965 to 1969 ○ 1950 to 1959
○ 1970 to 1974 ○ 1960 to 1964 ○ Before 1950

13a. Does this person speak a language other than English at home?
○ Yes ○ No, only speaks English — Skip to 14
b. What is this language?
(For example — Chinese, Italian, Spanish, etc.)
c. How well does this person speak English?
○ Very well
○ Well
○ Not well
○ Not at all

14. What is this person's ancestry? If uncertain about how to report ancestry, see instruction guide.
(For example — Afro-American, English, French, German, Honduran, Hungarian, Irish, Italian, Jamaican, Korean, Lebanese, Nigerian, Polish, Ukrainian, Venezuelan, etc.)

15a. Did this person live in this house five years ago (April 1, 1975)? If in college or Armed Forces in April 1975, report place of residence there.
○ Born April 1975 or later — Turn to next page for next person
○ Yes, this house — Skip to 16
○ No different house
b. Where did this person live five years ago (April 1, 1975)?
(1) State, foreign country, Puerto Rico, Guam, etc.:
(2) County:
(3) City, town, village, etc.:
(4) Inside the incorporated (legal) limits of that city, town, village, etc.?
○ Yes ○ No, or unincorporated area

16. When was this person born?
○ Born before April 1965 —
Please go on with questions 17-23
○ Born April 1965 or later —
Turn to next page for next person

17. In April 1975 (five years ago) was this person —
a. On active duty in the Armed Forces?
○ Yes ○ No
b. Attending college?
○ Yes ○ No
c. Working at a job or business?
○ Yes, full time ○ No
○ Yes, part time

18a. Is this person a veteran of active-duty military service in the Armed Forces of the United States?
If service was in National Guard or Reserves only, see instruction guide.
○ Yes ○ No — Skip to 19
b. Was active-duty military service during —
Fill a circle for each period in which this person served.
○ May 1975 or later
○ Vietnam era (August 1964 – April 1975)
○ February 1955 – July 1964
○ Korean conflict (June 1950 – January 1955)
○ World War II (September 1940 – July 1947)
○ World War I (April 1917 – November 1918)
○ Any other time

19. Does this person have a physical, mental, or other health condition which has lasted for 6 or more months and which —

	Yes	No
a. Limits the kind or amount of work this person can do at a job	○	○
b. Prevents this person from working at a job	○	○
c. Limits or prevents this person from using public transportation	○	○

20. If this person is a female —
How many babies has she ever had, not counting stillbirths?
Do not count her stepchildren or children she has adopted.

None	1	2	3	4	5	6
○	○	○	○	○	○	○

7	8	9	10	11	12	or more
○	○	○	○	○	○	

21. If this person has ever been married —
a. Has this person been married more than once?
○ Once ○ More than once
b. Month and year of marriage (Month) (Year)
Month and year of first marriage (Month) (Year)
c. If married more than once — Did the first marriage end because of the death of the husband (or wife)?
○ Yes ○ No

22a. Did this person work at any time last week?
○ Yes — Fill the circle of the person worked full time or part time. (Count part-time work such as delivering papers, or helping without pay in a family business or farm. Also count active duty in the Armed Forces.)
○ No — Fill this circle if this person did not work, or did only own housework, school work, or volunteer work.
Skip to 23
b. How many hours did this person work last week (at all jobs)?
Subtract any time off, and overtime or extra hours worked.
Hours

23. At what location did this person work last week?
If this person worked at more than one location, print where he or she worked most last week.
If exact location cannot be specified, see instruction guide.
a. Address (Number and street)
If street address is not known, enter the building name, shopping center, or other physical location description.
b. Name of city, town, village, borough, etc.
c. Is the place of work inside the incorporated (legal) limits of that city, town, village, borough, etc.?
○ Yes ○ No, in unincorporated area
d. County
e. State f. ZIP Code

24a. Last week, how long did it usually take this person to get from home to work (one way)?
Minutes
b. How did this person usually get to work last week?
If this person used more than one method, give the one usually used for most of the distance.
○ Car ○ Taxicab
○ Truck ○ Motorcycle
○ Van ○ Bicycle
○ Bus or streetcar ○ Walked only
○ Railroad ○ Worked at home
○ Subway or elevated ○ Other — Specify
If car, truck, or van in 24b, go to 24c.
Otherwise, skip to 25.

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11. similar to a 1970 question, but the wording has been changed from "Where was this person born?"

12. similar to 1970, but the word "alien" has been changed to "not a citizen."

13. replaces one that asked about language other than English spoken in the home when the respondent was a child.

The 1980 question should be more useful for determining how many Americans speak a language other than English and for determining how many persons do not speak English at all.

14. replaces two questions in 1970 on where the respondent's parents were born. The new approach is more subjective than the previous approach is necessary.

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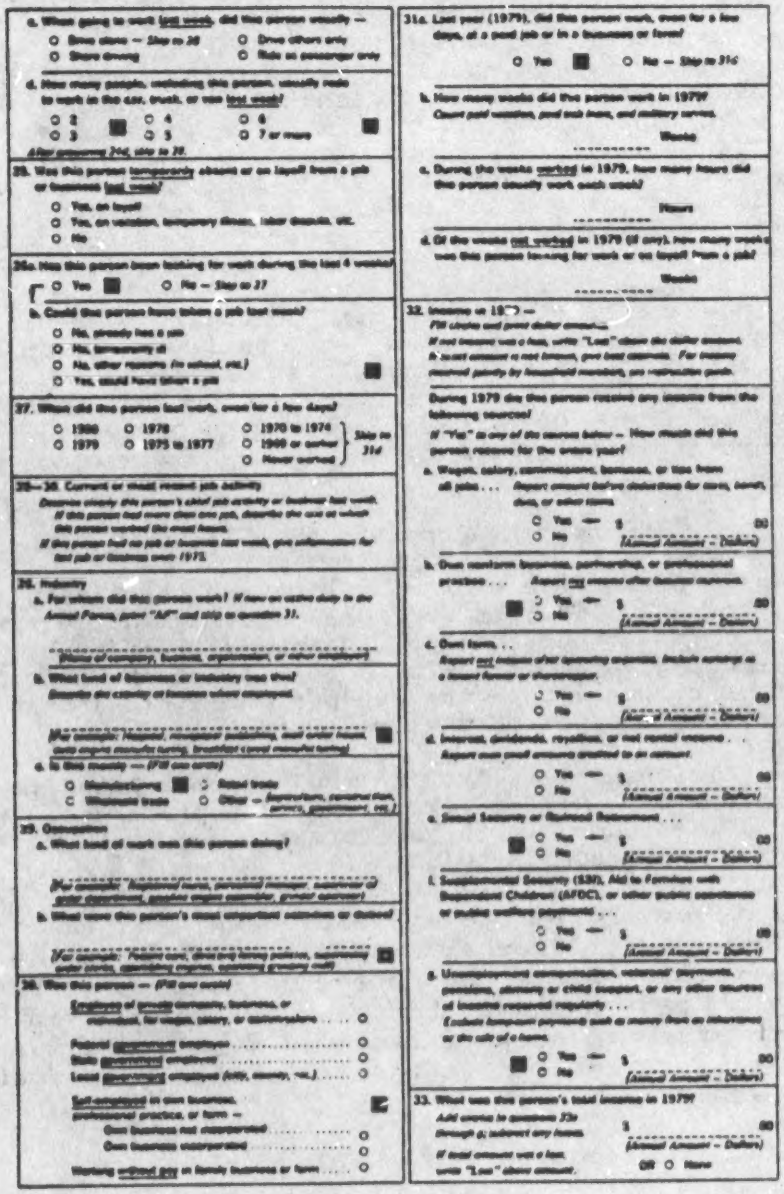

15. same as in 1970.

16. same as in 1970.

17. same as in 1970.

18. same as in 1970.

19. resembles a question asked in 1970, but then it was asked only of persons less than 65 years old and was concerned only with a work disability. The 1980 question tested poorly, but so many public agencies need disability data that the question will appear anyway.

20. same as in 1970.

21. same as in 1970.

22. asked in 1970, but in 1980 respondents are also asked to write in the number of hours worked.

23. same as in 1970.

24a. a new question which attempts to measure average time spent getting to work.

24b. same as in 1970 but with the additional categories of truck, van, motorcycle, or bicycle.

24c & d. a new series of questions to measure the extent of carpooling.

25. same as in 1970.

26. same as in 1970.

27. same as in 1970.

28. resembles a question asked in 1970, but the words "... this person" have been substituted for the pronoun "he" in the questions on occupation, industry, and income.

29. same as in 1970.

30. same as in 1970.

31a & b. same as in 1970.

31c & d. new questions to measure part-time workers and the extent of unemployment in the previous year.

32. similar to 1970 except that the question has been recast to "income" instead of "earnings" and "interest, dividends ..." and "unemployment compensation ..." have been separated.

33. appeared in 1970 in slightly different form as part of the earnings question. This is the last question. The questions about population characteristics are repeated for up to seven persons in the household. If there are more than seven persons in a household an enumerator calls and tabulates responses of the additional persons.

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APPENDIX 6

Complete Count Questionnaire Changes -- 1970 to 1980

The content of the 1980 census questionnaires is best viewed as a continuation of the previous decade's experience rather than a radical departure. Many census items have remained unchanged from 1970; others have been slightly modified to clarify the question wording or remove confusing instructions. In some cases, 1970 questions have been replaced with new questions which approach a subject from a different angle. For example, the question on race no longer mentions color or race in the question but instead provides a set of racial groups. With regard to the relationship question, the "head of household" terminology used in 1970 has been replaced by a format using a householder as a means to reconstruct families without implying the notion of dominance implicit in the designation of a household head. A brief item-by-item list of changes made in the census questions between 1970 and 1980 is presented below. The wordings of the 1980 census questions are provided in parentheses for each item. In this presentation, some items are listed as "No change"; this indication may, however, include some minor changes in wording or question format due to changes in basic questionnaire construction or style of presentation. It should also be noted that the phrase "this person" in the wording of census questions refers to the person for whom data are being provided, not necessarily the person filling the form.

100-percent Population

1. Name. ("What is the name of each person who was living here on Tuesday, April 1, 1980, or who was staying or visiting here and had no other home?"): No change from 1970. The names of persons given in question 1 are listed at the top of the response columns for the 100-percent items and at the beginning of sample pages on the long form.

2. Household relationship. ("How is the person related to the person in column 1?") Revised from 1970 to replace the "Head of household" category with a format using a reference person, i.e. the "Person in column 1."

   The 1970 category "Other relative of head" has been replaced by three categories, "Brother/sister," "Father/mother," and "Other relative." Since the category "Patient or inmate" is marked only by census enumerators, it has been moved to the bottom of the form in a space reserved for "Census use only." New nonrelative categories include "Partner, roommate" and "Paid employee."

3. Sex. ("Sex"): No change from 1970.

4. Race. ("Is this person-"): The specific reference to "color or race" used in the 1970 census question has been replaced with the phrase, "Is this person-," and response is expected to indicate the racial group the person most closely identifies with. Individual categories for Vietnamese, Asian Indian, Guamanian, and Samoan have been added. The use of a

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The content of the 1980 census questionnaires is best viewed as a continuation of the previous decade's experience rather than a radical departure. Many census items have remained unchanged from 1970; others have been slightly modified to clarify the question wording or remove confusing instructions. In some cases, 1970 questions have been replaced with new questions which approach a subject from a different angle. For example, the question on race no longer mentions color or race in the question but instead provides a set of racial groups. With regard to the relationship question, the "head of household" terminology used in 1970 has been replaced by a format using a householder as a means to reconstruct families without implying the notion of dominance implicit in the designation of a household head. A brief item-by-item list of changes made in the census questions between 1970 and 1980 is presented below. The wordings of the 1980 census questions are provided in parentheses for each item. In this presentation, some items are listed as "No change"; this indication may, however, include some minor changes in wording or question format due to changes in basic questionnaire construction or style of presentation. It should also be noted that the phrase "this person" in the wording of census questions refers to the person for whom data are being provided, not necessarily the person filling the form.

100-percent Population

1. Name. ("What is the name of each person who was living here on Tuesday, April 1, 1980, or who was staying or visiting here and had no other home?"): No change from 1970. The names of persons given in question 1 are listed at the top of the response columns for the 100-percent items and at the beginning of sample pages on the long form.

2. Household relationship. ("How is the person related to the person in column 1?") Revised from 1970 to replace the "Head of household" category with a format using a reference person, i.e. the "Person in column 1."

   The 1970 category "Other relative of head" has been replaced by three categories, "Brother/sister," "Father/mother," and "Other relative." Since the category "Patient or inmate" is marked only by census enumerators, it has been moved to the bottom of the form in a space reserved for "Census use only." New nonrelative categories include "Partner, roommate" and "Paid employee."

3. Sex. ("Sex"): No change from 1970.

4. Race. ("Is this person-"): The specific reference to "color or race" used in the 1970 census question has been replaced with the phrase, "Is this person-," and response is expected to indicate the racial group the person most closely identifies with. Individual categories for Vietnamese, Asian Indian, Guamanian, and Samoan have been added. The use of a

specially printed schedule for Alaska in 1970 --wherein the categories Hawaiian and Korean were replaced by Aleut and Eskimo--has been eliminated by including the latter as categories on the standard questionnaire. As a result, the 1980 questionnaire will have 14 specific categories instead of the 8 in 1970.

5. Age. ("Age, and month and year of birth"/ 5a. "Print age at last birthday."/ 5b. "Print month and fill one circle."/ 5c. "Print year in the spaces, and fill one circle below each number."): No change in age and month of birth. The year-of-birth question format was revised to replace the 1970 response categories with self-coding FOSDIC circles for the last three digits of the year of birth. The first digit is prefilled with a "1."

6. Marital Status. ("Marital status"): No change from 1970. Response categories include: "Now married," "Widowed," "Divorced," "Separated," and "Never married."

7. Spanish/Hispanic origin or descent. ("Is this person of Spanish/Hispanic origin or descent?"): A 5-percent sample question in 1970. Response categories for 1980 include: "No, (not Spanish/Hispanic)"; "Yes, Mexican, Mexican-Amer., Chicano"; "Yes, Puerto Rican"' "Yes, Cuban"; and "Yes, other Spanish/Hispanic."

Coverage

H1
H3. Coverage. (H1. "Did you leave anyone out of Question 1 because you were not sure if the person should be listed-"/H3. "Is anyone visiting here who is not already listed?"): In 1970, these questions were numbered 10-12 and were included in the 100-percent population section. Question 9 in 1970 was an inquiry concerning whether the number of persons in the household exceeded eight on the short-form (or seven on the long-form) questionnaire; this question has been replaced by instructions on the questionnaire directing the respondent's action if the number of persons in the household exceeds seven.

100-percent Housing

H4. Number of living quarters at address. ("How many living quarters, occupied and vacant, are at this address?") No change from 1970.

H5. Access to Unit. ("Do you enter your living quarters-") No change from 1970; response categories specify types of access to the unit.

H6. Complete plumbing facilities. ("Do you have complete plumbing facilities in your living quarters, that is, hot and cold piped water, a flush toilet, and a bathtub or shower?"): Consolidates in the 1970 question on hot and cold piped water, flush toilet, and bathtub or shower into one question.

H7. Number of rooms. ("How many rooms do you have in your living quarters?"): No change from 1970.

H8. Tenure. (Are your living quarters-"): This question which differentiates units that are owned, rented or occupied without payment of cash rent has been separated from the single inquiry in 1970 concerning both tenure and condominium or cooperative status.

H9. Condominium Identification. ("Is this apartment (house) part of a condominium?"): Separated from the single inquiry in 1970 concerning both tenure and condominium or cooperative status. The part of the 1970 inquiry concerning cooperatives has been deleted from the 1980 questionnaire.

H10. Acreage, and presence of commercial establishment. (H10. "If this is a one-family house-"/ H10a. Is the house on a property of 10 or more acres?"/ Hb. "Is any part of the property used as a commercial establishment or medical office?"): The combined 1970 inquiry about acreage and commercial establishment has been divided into two "yes" or "no" parts. The inquiry about "one-family house" has been incorporated into the question wording itself. These provide a screener in the tabulation of value and rent.

H11. Value. ("If you live in a one-family house or a condominium unit which you own or are buying--What is the value of this property, that is, how much do you think this property (house and lot or condominium unit) would sell for if it were for sale?"): Revised from 1970 to explicitly include condominiums in 1980. Based on data from the Annual Housing Survey, the number of categories has been increased from 11 in 1970 to 24 for 1980, and the range of values now goes from "Less than $10,000" to $200,000 or more."

H12. Rent. ("If you pay rent for your living quarters--What is the monthly rent?"): Revised for 1980 to eliminate the write-in space for rent which was provided in 1970 in addition to specific response categories. Based on data from the Annual Housing Survey, the number of categories has been increased from 14 in 1970 to 24 for 1980, and the range of rent intervals now goes from "Less than $50" to "$500 or more."

C1, C2, C3, & D. Vacancy status. These items are filled only by census enumerators for vacant units. In addition to vacancy status and months vacant which appeared in 1970, the 1980 questionnaires will indicate whether a vacant unit is "boarded up."

APPENDIX 7

Population Research Unit
State Census Data Center

NONCOMPARABILITY OF 1970 AND 1980 RACE/ETHNIC DATA

Consistent with earlier practice, the 1980 census questionnaire distinguished between "race" and "ethnicity". Excepting the black category and that of the American Indian, "race" data from the Censuses of 1980 and 1970 are not comparible. Moreover, the principal Hispanic indicator was changed in concept and coverage. Spanish origin is an "ethnic" classification and persons of Spanish origin may be of any racial group.

The white population group received a more restrictive definition in 1980 in two respects, as indicated in (1) and (2) below. Changes impacting the "other" and "Asian" racial categories are also stated below.

(1) Persons electing "other" in the 1970 racial categories and characterizing themselves as members of one of the Spanish origin groupings were recoded "white". In 1980, when an estimated 40 percent of Hispanics nationally chose "other" as their racial category, they were left in "other".

(2) "Asian": Persons from India were defined as white in 1970 and as Asian in 1980.

(3) "Other": This grouping was augmented by the inclusion of the Hispanics who chose this category.

One of the most critical differences in reporting between 1970 and 1980 is the identification of the Hispanic population. In 1970 the principal indicator, based upon a 15 percent sample, was Spanish language. Persons of Spanish language were defined as those whose mother tongue was Spanish and, in addition, all those living in households where the head or the spouse of the head reported Spanish mother tongue. In California the additional criterion of Spanish surname was applied. The Spanish surname criterion was based upon a lengthy list of surnames used by persons of Spanish heritage but also by many not of Spanish background, for example, Portuguese or Italian. The joint use of the two criteria probably resulted in an overcount of those enumerated as Spanish. However, an acknowledged undercount of Hispanics did exist in the 1970 census. A five percent question on origin was similar to the 1980 question but the size of the sample makes a 10-year comparison of small areas questionable. Furthermore, the question design was changed adding an unknown bias. According to the Census of 1970, within the limitations described, there were about 3.1 million persons of Spanish language/Spanish surnames and 2.7 million persons of Spanish origin or descent in California.

On an optimistic note, coverage has been improved for all groups in 1980, and the Hispanic definition is one which is more readily compared with definitions used in administrative records in the calculation of rates. More detailed race and ethnic categories will be available later this year.

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APPENDIX 8

PAGE 1 --- POPULATION --- CALIFORNIA

TOTAL POPULATION (SAMPLE)	23667902	URBAN	21608580
UNWEIGHTED SAMPLE COUNT	3649190	RURAL FARM	176460
100% COUNT OF PERSONS	23667902	RURAL NONFARM	1882862

RACE/ETHNICITY BY SEX AND AGE

	WHITE		BLACK		INDIAN		ASIAN			SPANISH	
	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES		MALES	FEMALES
0 - 4	595985	568236	78544	77312	9601	9355	49932	48822	*	276181	266936
5 - 14	1253936	1192157	166093	160284	21376	20459	108246	98934	*	476961	456266
15 - 59	5833675	5780379	573328	592998	75008	76811	424343	460604	*	1432698	1377086
60 - 64	408417	455674	25563	30146	3005	3337	18172	20927	*	39816	45569
65 +	855574	1277318	46403	67969	4553	6197	42613	40380	*	72031	97756
	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT	TOTAL	PERCENT		TOTAL	PERCENT
0 - 4	1164221	6.4	155856	8.6	18956	8.2	98754	7.5	*	543117	12.0
5 - 14	2446093	13.4	326377	17.9	41835	18.1	207180	15.8	*	933227	20.5
15 - 59	11614054	63.7	1166326	64.1	153819	66.4	884947	67.4	*	2809784	61.9
60 - 64	864091	4.7	55209	3.1	6342	2.7	39099	3.0	*	85385	1.9
65 +	2132894	11.7	114392	6.3	10750	4.6	82993	6.3	*	169787	3.7
TOTAL	18221353		1818660		231702		1312973			4541300	

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	PERSONS 5 - 17	PERSONS 18 & OVER
ENGLISH	3609303	13385958
SPANISH		
ENGLISH SPOKEN WELL	644572	1550463
ENGLISH NOT SPOKEN WELL	160082	779798
OTHER		
ENGLISH SPOKEN WELL	226469	1298929
ENGLISH NOT SPOKEN WELL	44977	269174

MARITAL STATUS

FEMALES:	
15 - 24:	
SINGLE	1564819
EVER MARRIED	614341
25 - 34	
SINGLE	408710
EVER MARRIED	1704199
35 - 44:	
SINGLE	91827
EVER MARRIED	1318405

AGGREGATE NUMBER OF CHILDREN EVER BORN

	669571
	2846818
	3502169

------- ANCESTRY -------

DUTCH	139103	ENGLISH & OTHER	3119387
ENGLISH	1827247	FRENCH & OTHER	1093497
FRENCH	213836	GERMAN & OTHER	2981456
GERMAN	1208053	IRISH & OTHER	2967961
GREEK	61038	ITALIAN & OTHER	576751
HUNGARIAN	71428	POLISH & OTHER	287737
IRISH	757964		
ITALIAN	567351	**********	
NORWEGIAN	122107		
POLISH	177940	MULTIPLE	7715936
PORTUGESE	179734	UNCLASSIFIED	988964
RUSSIAN	187762	NOT REPORTED	1914939
SCOTTISH	187481		
SWEDISH	160287		
UKRAINE	26391		
OTHER	7210421		

PLACE OF BIRTH

NATIVE:	
BORN IN CALIFORNIA	10730193
BORN IN OTHER STATE	9123895
BORN ABROAD, AT SEA	288659
FOREIGN BORN	3588155

VETERANS

MALE VETS	2947816
FEMALE VETS	149505
TOTAL VETS:	
1975 +	109171
VIETNAM	936213
KOREAN	548147
WW II	1071542
WW I	49520
OTHER	382728
MALE NON-VET	5637836
FEMALE NON-VET	9128313

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GROUP QUARTER POPULATION	
INMATE OF MENTAL HOSPITAL	23118
INMATE OF HOME FOR AGED	134756
INMATE OF OTHER INSTITUTION	91197
IN COLLEGE DORMITORY	104292
IN OTHER GROUP QUARTERS	212693
TOTAL	566056

---------- RESIDENCE IN 1975 ----------	
SAME HOUSE	9797761
DIF HOUSE, SAME CO	6631480
DIF CO, SAME STATE	2651628
DIF STATE:	
NORTHEAST	419438
NORTH CENTRAL	506211
SOUTH	477863
WEST	473777
ABROAD	1021703

LIVING IN SMSA IN 1980		
SAME SMSA IN 1975:		
CENTRAL CITY		6690508
REMAINDER OF SMSA		9391001
OUTSIDE OF SMSA IN 1975:		
DIFFERENT SMSA		3416007
NOT IN AN SMSA		1464615
NOT LIVING IN AN SMSA IN 1980:		
IN AN SMSA IN 1975		302329
NOT IN AN SMSA IN 1975		805401

---------- DISABILITY ----------

WORK DISABILITY

WITH WORK DISABILITY:	
IN LABOR FORCE	494461
NOT IN LABOR FORCE:	
PREVENTED FROM WORKING	647082
NOT PREVENTED	137646
NO WORK DISABILITY	14331618

PUBLIC TRANSPORTATION DISABILITY

16 - 64:	
WITH A PUBLIC TRANS DISABILITY	265825
NO PUBLIC TRANS DISABILITY	13344902
65 +:	
WITH A PUBLIC TRANS DISABILITY	329106
NO PUBLIC TRANS DISABILITY	1938932

---------- FAMILIES AND HOUSEHOLDS ----------

TOTAL FAMILIES	5978084	PERSONS IN SUBFAMILY	350448
TOTAL HOUSEHOLDS	8644633		

HOUSEHOLD TYPE AND PRESENCE OF CHILDREN

	TOTAL	WHITE	BLACK	INDIAN	ASIAN		SPANISH
MARRIED COUPLE WITH CHILDREN	2397163	1823008	141956	23576	155733	*	535496
MARRIED COUPLE W/O CHILDREN	2435399	2143743	103975	15572	91898	*	211311
MALE HOUSEHOLDER,NO SPOUSE, W/CHILDREN	110153	77218	14309	1816	5907	*	25392
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	152192	107446	13601	1335	11636	*	34915
FEMALE HOUSEHOLDER,NO SPOUSE, W/CHILDREN	570701	371003	115871	9055	16959	*	118151
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	312476	230746	41271	3279	15449	*	49009
NON-FAMILY HOUSEHOLD	2666549	2259242	204642	20899	90002	*	216335
	8644633	7012486	635625	75532	389584		1192809

CHILDREN BY FAMILY TYPE	
MARRIED COUPLE FAMILY	4674009
MALE HOUSEHOLDER,NO SPOUSE	371212
FEMALE HOUSEHOLDER,NO SPOUSE	1014959

SUBFAMILIES BY PRESENCE OF OWN CHILDREN	
MARRIED COUPLE W/CHILDREN	24921
MARRIED COUPLE W/O CHILDREN	34781
FATHER-CHILD SUBFAMILY	8188
MOTHER-CHILD SUBFAMILY	78388

AGGREGATE NUMBER OF OWN CHILDREN IN MARRIED COUPLE SUB-FAMILIES
41856

CALIFORNIA

WORK LOCATION

WORKED IN CO OF RESIDENCE	8296799	LIVING IN INC PLACE OF 2500+:		LIVING IN SMSA:	
WORKED OUTSIDE OF COUNTY	1159225	WORKED IN PLACE	3566525	WORKED IN SMSA:	
WORKED OUTSIDE OF STATE	70556	WORKED OUTSIDE OF PLACE	4817015	CENTRAL CITY	3918772
NOT REPORTED	1066002	NOT REPORTED	922381	REMAINDER	4446361
		NOT LIVING IN PLACE OF 2500+	1286661	WORKED OUTSIDE OF SMSA	762822
				NOT REPORTED	1018128
				NOT LIVING IN SMSA	454499

TRIP TO WORK

MODE		TRAVEL TIME (MIN)		AGGREGATE TRAVEL TIME (MIN)	PRIVATE VEHICLE OCCUPANCY	
CAR,TRUCK,VAN:		0 - 4	336265		DRIVE ALONE	7177168
DRIVE ALONE	7177168	5 - 9	1249988		IN 2 PERSON CARPOOL	1293030
CARPOOL	1788527	10 - 14	1668579	233057038	IN 3 PERSON CARPOOL	304118
PUBLIC TRANS	613743	15 - 19	1795591		IN 4 PERSON CARPOOL	116499
WALKED	480678	20 - 29	2177932		IN 5+ PERSON CARPOOL	74680
OTHER	326160	30 - 44	1914390			
WORKED AT HOME	197399	45 - 59	643461			
		60 +	609335			

EDUCATION

	PRIVATE SCHOOL ENROLLMENT	TOTAL SCHOOL ENROLLMENT					
	TOTAL	TOTAL	WHITE	BLACK	INDIAN	ASIAN	SPANISH
NURSERY SCHOOL	181736	300309	222818	31721	2884	17405 *	61155
KINDERGARTEN & ELEM	375690	3145192	2226280	295525	38751	190006 *	863244
HIGH SCHOOL	126219	1529918	1113253	158450	17205	88521 *	348055
COLLEGE	224053	1720087	1318077	144674	13004	150061 *	210900

PERSONS 16 - 19 YEARS OLD

IN ARMED FORCES	39787		
IN SCHOOL	1188429		
		HS GRAD	NOT HIGH SCHOOL GRAD
NOT IN SCHOOL:			
EMPLOYED		174063	111169
UNEMPLOYED		24182	36180
NOT IN LABOR FORCE		51902	100037

PERSONS 18 YEARS AND OVER YEARS OF SCHOOL COMPLETED

HIGH SCHOOL, 3 YEARS OR LESS	4548358
HIGH SCHOOL, 4 YEARS	5749671
COLLEGE, 1-3 YEARS	4043042
COLLEGE, 4 YEARS	1459455
COLLEGE, 5+ YEARS	1488596

YEARS OF SCHOOL COMPLETED BY RACE/ETHNICITY
PERSONS 25 YEARS AND OVER

	TOTAL	WHITE	BLACK	INDIAN	ASIAN	SPANISH
ELEMENTARY	1995944	1310434	137073	17665	318072 *	822117
HIGH SCHOOL 1-3 YEARS	1728792	1340844	158042	23384	63444 *	327526
HIGH SCHOOL 4 YEARS	4415732	3705472	296934	39118	189808 *	480864
COLLEGE 1-3 YEARS	3150453	2618371	239409	27619	141389 *	276438
COLLEGE 4+YEARS	2752845	2353534	105512	11763	238641 *	131043

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CALIFORNIA

	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	INDIAN MALE	INDIAN FEMALE	ASIAN MALE	ASIAN FEMALE	SPANISH MALE	SPANISH FEMALE
---------- EMPLOYMENT STATUS ----------												
LABOR FORCE:												
ARMED FORCES	244890	18523	182012	14870	34819	3072	2929	205	13855	558	20472	1254
CIV LABOR FORCE:												
EMPLOYED	6088529	4351876	4862867	3584743	345618	333426	50302	40135	331186	292791	1078863	696278
UNEMPLOYED	429169	316501	302817	220403	48206	36434	7224	4839	15032	15835	108502	79556
NOT IN LABOR FORCE	2067954	4409441	1402353	3552666	196428	299209	19727	40582	113739	202977	287916	697343

PRESENCE & AGE OF CHILDREN BY LABOR FORCE STATUS (FEMALES 16+)

WITH CHILDREN UNDER SIX:	
IN LABOR FORCE	843658
NOT IN LABOR FORCE	745319
WITH CHILDREN 6 - 17:	
IN LABOR FORCE	1084702
NOT IN LABOR FORCE	579997

WORK BY UNEMPLOYMENT

	MALES	FEMALES
WORKED IN 1979:		
WITH UNEMPLOYMENT	1320588	1057583
WITHOUT UNEMPLOYMENT	5710658	4272783
DID NOT WORK IN 1979:		
WITH UNEMPLOYMENT	109628	118383
NOT IN LABOR FORCE	1689668	3847692

AGGREGRATE WEEKS WORKED IN 1979

MALES	309772903
FEMALES	212099033

WEEKS UNEMPLOYED IN 1979

1 - 4	868260
5 - 14	853708
15 +	884214

WEEKS WORKED BY USUAL HOURS PER WEEK

	35 OR MORE HOURS		1 TO 34 HOURS	
	MALES	FEMALES	MALES	FEMALES
50 - 52 WEEKS	4146015	2146610	302761	487935
40 - 49 WEEKS	876069	589197	189838	310733
27 - 39 WEEKS	368087	303159	136651	245397
1 - 26 WEEKS	687337	610411	384494	636924

AGGREGRATE WEEKS UNEMPLOYED IN 1979

MALES	20465569
FEMALES	15558490

CLASS OF WORKER

PRIVATE WAGE & SALARY	8032022
FEDERAL GOVT	391793
STATE GOVT	380807
LOCAL GOVT	975171
SELF-EMPLOYED	811166
UNPAID FAMILY	49446

---------- UNEMPLOYMENT IN 1979 ----------

	TOTAL	WHITE	BLACK	INDIAN	ASIAN		SPANISH
MALE	1430214	1042735	126384	19269	75951	*	322414
FEMALE	1175966	861647	108928	15097	75114	*	235546

INDUSTRY

AGRICULTURE,FORESTRY,FISHERIES & MINING	371288
CONSTRUCTION	601822
NONDURABLE GOODS MFG	657689
DURABLE GOODS MFG	1502149
TRANSPORTATION	456376
COMMUNICATIONS & OTHER PUBLIC UTILITIES	301486
WHOLESALE TRADE	463561
RETAIL TRADE	1756070
FINANCE,INSURANCE,REAL ESTATE	759626
BUSINESS & REPAIR SERVICES	574470
PERSONAL,ENTERTAINMENT,RECREATION SERVICES	324572
HEALTH SERVICES	745270
EDUCATIONAL SERVICES	855585
OTHER PROFESSIONAL & RELATED SERVICES	526749
PUBLIC ADMINISTRATION	543692

OCCUPATION

EXECUTIVE,ADMINISTRATIVE,MANAGERIAL	1276837
PROFESSIONAL SPECIALTY	1394924
TECHNICIANS & RELATED SUPPORT	365071
SALES	1150445
ADMINISTRATIVE SUPPORT,INCLUDING CLERICAL	1963561
PRIVATE HOUSEHOLD	66249
PROTECTIVE SERVICE	159044
SERVICE,EXCEPT PROTECTIVE & HOUSEHOLD	1115014
FARMING,FORESTRY & FISHING	301515
PRECISION PRODUCTION,CRAFT & REPAIR SERVICES	1313308
MACHINE OPERATORS,ASSEMBLERS & INSPECTORS	794118
TRANSPORTATION & MATERIAL MOVING	382391
HANDLERS,EQUIPMENT CLEANERS,HELPERS & LABORERS	407726

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---------- 1979 INCOME ----------

CALIFORNIA

HOUSEHOLD INCOME	
$ 0 - $ 2,499	352113
2,500 - 4,999	638480
5,000 - 7,499	625996
7,500 - 9,999	658526
10,000 - 12,499	705612
12,500 - 14,999	573011
15,000 - 17,499	613721
17,500 - 19,999	532486
20,000 - 22,499	584489
22,500 - 24,999	460560
25,000 - 27,499	458063
27,500 - 29,999	355390
30,000 - 34,999	617619
35,000 - 39,999	428937
40,000 - 49,999	494764
50,000 - 74,999	379955
75,000 OR MORE	171391

MEDIAN HOUSEHOLD INCOME	AGGREGATE HOUSEHOLD INCOME	TOTAL HOUSEHOLDS
18248	193954848998	8644633

--- HOUSEHOLD INCOME BY INCOME TYPE ---

INCOME TYPE	HOUSEHOLDS	AGGREGATE	MEAN
EARNINGS	7094529		
WAGE OR SALARY	6778542	144388110625	21300
NONFARM SELF-EMPLOYMENT	981326	15080399570	15367
FARM SELF-EMPLOYMENT	118560	1098326915	9263
INTEREST, DIVIDEND, OR NET RENTAL	3559229	13456111345	3780
SOCIAL SECURITY	1911612	7993815045	4181
PUBLIC ASSISTANCE	627302	2511924295	3036
OTHER	2085481	9426153195	4519

FAMILY INCOME	
$ 0 - 2,499	170810
2,500 - 4,999	207432
5,000 - 7,499	328924
7,500 - 9,999	393026
10,000 - 12,499	434909
12,500 - 14,999	381850
15,000 - 17,499	419954
17,500 - 19,999	384407
20,000 - 22,499	434320
22,500 - 24,999	363345
25,000 - 27,499	369077
27,500 - 29,999	294696
30,000 - 34,999	522903
35,000 - 39,999	369504
40,000 - 49,999	428836
50,000 - 74,999	327325
75,000 OR MORE	146686

MEDIAN FAMILY INCOME	AGGREGATE FAMILY INCOME	TOTAL FAMILIES
21541	152814256395	5978084

	FAMILIES	AGGREGATE FAMILY INCOME	MEAN FAMILY INCOME
WHITE	4753164	128584953870	27052
BLACK	430983	7785500725	18064
INDIAN	54633	1072508525	19631
ASIAN	295582	7813289780	26433
***			
SPANISH	976474	18151609600	18588

---------- FAMILY INCOME BY RACE/ETHNICITY ----------

	WHITE	BLACK	INDIAN	ASIAN		SPANISH
$ 0 - $ 4,999	238592	64041	5800	20290	*	96354
5,000 - 7,499	227412	42126	4949	12951	*	81248
7,500 - 9,999	286255	40805	4648	15693	*	91083
10,000 - 14,999	615121	69885	9179	33852	*	182209
15,000 - 19,999	628693	57914	7933	36371	*	157821
20,000 - 24,999	647709	47139	6875	40598	*	129066
25,000 - 34,999	994585	61640	8860	63636	*	146996
35,000 - 49,999	687593	35220	4680	47500	*	67157
50,000 OR MORE	427204	12215	1709	24691	*	25040

	NUMBER OF FAMILIES BY WORKERS IN FAMILY	AGGREGATE FAMILY INCOME
NO WORKERS	771626	9408568365
ONE WORKER	1988251	43909430585
2+ WORKERS	3218207	99496257445

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TOTAL HOUSING UNITS (SAMPLE) 9279036
UNWEIGHTED SAMPLE COUNTS 1443824
100 % COUNT OF HOUSING UNITS 9279036

TENURE & OCCUPANCY BY UNITS IN STRUCTURE

	--YEAR ROUND HOUSING UNITS-- TOTAL	TOTAL OCC	RENTER OCC	VACANT SEASONAL & MIGRATORY UNITS	PERSONS IN OCCUPIED HOUSING UNITS TOTAL	RENTER OCC
1,DETACHED	5257625	4981494	986884	34464	15205500	3043657
1,ATTACHED	508542	460998	245849	1456	1167865	648172
2	314422	291912	230525	1290	712281	555117
3 OR 4	548777	512840	435105	1254	1231483	1040189
5 OR MORE	2215995	2035830	1848288	7170	4932142	3610311
MOBILE HOME	385759	346792	57827	10282	691744	119754

YEAR-ROUND HOUSING UNITS

STORIES IN STRUCTURE		W/4 OR MORE STORIES		AGGREGRATE ROOMS	SOURCE OF WATER		SEWER DISPOSAL	
1 - 3	9016145	WITH ELEVATOR	185309		PUBLIC OR PRIVATE	8819702	PUBLIC SEWER	8251415
4 - 6	135058	NO ELEVATOR	21666	45223832	INDIVIDUAL DRILLED	334836	SEPTIC OR	
7 -12	41014				INDIVIDUAL DUG	24748	CESSPOOL	920690
13 +	30903				OTHER	43834	OTHER	51015

YEAR STRUCTURE BUILT (YEAR-ROUND UNITS)

	TOTAL	TOTAL OCCUPIED	RENTER OCCUPIED
1979 - MARCH 1980	368818	263645	93466
1975 - 1978	954203	879732	317352
1970 - 1974	1183867	1102528	510865
1960 - 1969	2201843	2086951	968508
1950 - 1959	2026341	1940301	770719
1940 - 1949	1128858	1072477	496681
1939 OR EARLIER	1359258	1284232	646891

YEAR MOVED INTO STRUCTURE (OCCUPIED UNITS)

	TOTAL OCCUPIED	RENTER OCCUPIED
1979 - MARCH 1980	2415344	1725854
1975 - 1978	2762425	1346861
1970 - 1974	1334592	421138
1960 - 1969	1247336	225925
1950 - 1959	600530	58612
1949 OR EARLIER	269639	26072

HEATING EQUIPMENT

STEAM,HOT WATER SYSTEM	303505
CENTRAL WARM-AIR FURNACE	4331330
ELECTRIC HEAT PUMP	108892
OTHER BUILT-IN ELECTRIC UNITS	825765
FLOOR,WALL OR PIPELESS FURNACE	2020450
ROOM HEATERS WITH FLUE	968189
ROOM HEATERS WITHOUT FLUE	208040
FIREPLACE,STOVE,PORTABLE ROOM HEATER	321868
NONE	81081

	HEATING FUEL	COOKING FUEL	WATER HEATER FUEL
UTILITY GAS	6792928	5037627	7235475
BOTTLED,TANK OR LP GAS	234146	212036	316870
ELECTRICITY	1324271	3343725	1041928
FUEL OIL,KEROSENE,ETC,	29207		8086
COAL OR COKE	1144		
WOOD	167635		
OTHER FUEL	9144	9580	13126
NONE	71391	24718	14381

KITCHEN FACILITIES

COMPLETE FACILITIES	9053205
NO COMPLETE FACILITIES	169915

AIR CONDITIONING

NONE	5526025
CENTRAL SYSTEM	2084383
1 INDIVIDUAL ROOM UNIT	1372336
2 OR MORE INDIVIDUAL ROOM UNITS	240376

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UNRELATED INDIVIDUALS

$ 0 - $ 999	314506
1,000 - 1,999	155793
2,000 - 2,999	184513
3,000 - 3,999	281178
4,000 - 4,999	374365
5,000 - 5,999	246020
6,000 - 6,999	229752
7,000 - 7,999	191912
8,000 - 8,999	184891
9,000 - 9,999	163758
10,000 - 11,999	312479
12,000 - 14,999	359762
15,000 - 24,999	661241
25,000 - 49,999	243891
50,000 OR MORE	46032

MEDIAN INCOME UNRELATED INDIVIDUALS	AGGREGATE INCOME UNRELATED INDIVIDUALS	UNRELATED INDIVIDUALS
7984	42740855648	4038676

INMATE STATUS	PER CAPITA INCOME	AGGREGATE INCOME
INMATE OF INSTITUTION	2611	650481160
NOT INMATE	8363	195854486930
TOTAL	8303	196504968090

---------- POVERTY STATUS ----------

FAMILY TYPE, PRESENCE & AGE OF CHILDREN

	TOTAL FAMILIES	FAMILIES W/FEMALE HOUSEHOLDER & NO HUSBAND
ABOVE POVERTY:		
CHILDREN 0-5 & 6-17	556397	49399
CHILDREN 0-5 ONLY	697147	66082
CHILDREN 6-17 ONLY	1579166	295625
NO CHILDREN	2644325	241609
BELOW POVERTY:		
CHILDREN 0-5 & 6-17	123411	55814
CHILDREN 0-5 ONLY	119801	56408
CHILDREN 6-17 ONLY	169159	98219
NO CHILDREN	108678	20821

AGE OF HOUSEHOLDER

	FAMILIES	NONFAMILIES
BELOW POVERTY:		
HOUSEHOLDER 15-64	481406	282751
HOUSEHOLDER 65+	39643	103581
BETWEEN 100 & 124 % OF POVERTY:		
HOUSEHOLDER 15-64	176700	107115
HOUSEHOLDER 65 +	28646	121998
125 % OF POVERTY & ABOVE:		
HOUSEHOLDER 15-64	4525985	1379076
HOUSEHOLDER 65 +	725784	472036

FAMILIES WITH RELATED CHILDREN

	ABOVE POVERTY	BELOW POVERTY
CHILDREN 0 - 4 ONLY	582126	98975
CHILDREN 5 - 17 ONLY	1719548	192777
CHILDREN 0-4 & 5-17	511036	120619

PERSONS IN FAMILY (EXCLUDING HOUSEHOLDER)

	ABOVE POVERTY	BELOW POVERTY
RELATED CHELDREN 0-4	1367776	299999
RELATED CHILDREN 5	257311	55578
RELATED CHILDREN 6-17	3648991	590843
OTHER FAMILY	6758106	423467

TOTAL POPULATION

	ABOVE POVERTY	BELOW POVERTY
0 - 54	16351852	2286164
55 - 59	1125097	77507
60-64	914309	75920
65 +	2089153	188592

UNRELATED INDIVIDUALS

	ABOVE POVERTY	BELOW POVERTY
15 - 64	2353616	617414
65 +	637582	117833

TOTAL POPULATION — POVERTY STATUS BY RACE/ETHNICITY

	TOTAL	WHITE	BLACK	INDIAN	ASIAN	*	SPANISH
ABOVE POVERTY	20480411	16225687	1357024	184485	1130218	*	3613098
BELOW POVERTY	2626183	1575469	395478	40348	159564	*	854198

RATIO OF INCOME TO POVERTY (PERSONS)

BELOW 75 % OF POVERTY	1737326
BETWEEN 75 & 124 % OF POVERTY	1955665
BETWEEN 125 & 149 % OF POVERTY	1088293
BETWEEN 150 & 199 % OF POVERTY	2150395
200 % OF POVERTY & ABOVE	16174915

PAGE 8 HOUSING UNITS BY NO OF BEDROOMS

	TOTAL	TOTAL OCCUPIED	RENTER OCCUPIED
NONE	397853	359072	335116
1	1793602	1650715	1379217
2	3059037	2831352	1454448
3	2831981	2693138	522452
4	977031	938068	100699
5 +	163614	157521	12550

HOUSING UNITS BY NO OF BATHROOMS — CALIFORNIA

	TOTAL	TOTAL OCCUPIED	RENTER OCCUPIED
NONE OR HALF	170334	143986	116818
1 COMPLETE BATHROOM	4634937	4311928	2828243
1 COMPLETE BATHROOM PLUS HALF	1093519	1033989	306104
2 OR MORE COMPLETE BATHROOMS	3324330	3140851	553317

TELEPHONE AVAILABILITY

	TOTAL OCCUPIED	RENTER OCCUPIED	HOUSEHOLDER 60 - 64	HOUSEHOLDER 65 +
WITH TELEPHONE	8174972	3418364	580674	1466648
NO TELEPHONE	454894	386118	19749	49322

OCCUPIED UNITS W/O VEHICLE

TOTAL	872945
WHITE	598829
BLACK	143476
INDIAN	9331
ASIAN	44715
SPANISH	157880

HOUSING UNITS BY VEHICLES AVAILABLE

1	3094307
2	2864839
3 +	1797775

GROSS RENT			WHITE	BLACK	INDIAN	ASIAN		SPANISH
$ 0 - 59	11508	$ 0 - 99	66962	20247	1103	5430	#	21243
60 - 79	33557	100 - 199	448969	89482	7624	30082	#	177471
80 - 99	60196	200 - 299	924367	140757	14319	61930	#	255213
100 - 119	70341	300 OR MORE	1298536	117992	16817	66277	#	193513
120 - 149	151685	NO CASH RENT	70248	3791	1180	4596	#	13849
150 - 169	146661							
170 - 199	294491							
200 - 249	617289	MEDIAN GROSS RENT	AGGREGATE GROSS RENT			AGGREGATE CONTRACT RENT		RENTER UNITS
250 - 299	648703							
300 - 349	589026							
350 - 399	364185	283	1087645819		RENTER OCCUPIED	963726074		3620827
400 - 499	410876				VACANT FOR RENT	57197402		202644
500 OR MORE	302329							
NO CASH RENT	86634							

HOUSEHOLD INCOME BY GROSS RENT AS PERCENT OF INCOME

RENT AS % OF INCOME:	0-4,999	5,000-9,999	10,000-14,999	15,000-19,999	20,000 +
	---------- INCOME ----------				
0 - 19 %	11165	47039	139349	238246	708517
20 - 24 %	21300	60809	145911	137508	142531
24 - 34 %	43496	183259	257337	129340	81066
35 + %	502000	481665	172384	42924	5773
NOT COMPUTED	95092	30663	16296	10855	20136

INCLUSION OF UTILITIES IN RENT

PAY EXTRA FOR UTILITIES	3198579
NO EXTRA PAYMENT FOR UTILITIES	508872

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PAGE 9 MORTGAGE STATUS & SELECTED MO OWNER COSTS CALIFORNIA

	UNITS WITH A MORTGAGE		UNITS NOT MORTGAGED
$ 0 - 99	15496	$ 0 - 49	40233
100 - 149	73156	50 - 74	172728
150 - 199	240897	75 - 99	237748
200 - 249	316922	100 - 124	172811
250 - 299	298144	125 - 149	100235
300 - 349	258733	150 - 199	65927
350 - 399	233696	200 - 249	30197
400 - 449	210661	250 +	27846
450 - 499	188567		
500 - 599	327862		
600 - 749	346769		
750 +	452865		

MEDIAN SELECTED MONTHLY OWNER COSTS

MORTGAGE	411
NO MORTGAGE	98

	WHITE	BLACK	INDIAN	ASIAN	SPANISH
$ 0 - 199	270177	24637	2678	10624	52215
200 - 299	504633	48565	4757	23688	83869
300 - 399	410810	35473	3381	20280	57254
400 - 499	337158	22754	3175	18122	45927
500 OR MORE	967208	45065	6897	72001	99639
NOT MORTGAGED	767846	38955	5077	23136	80643

	AGGREGATE SELECTED MONTHLY OWNER COSTS	NON CONDOMINIUM HOUSING UNITS
WITH MORTGAGE:		
1975-MARCH 1980	897926916	1426611
1970-1974	259414439	623519
1960-1969	226052400	684082
1959 OR EARLIER	64551827	229556
NOT MORTGAGED	96696378	867725

HOUSEHOLD INCOME BY SELECTED MO COSTS AS % OF INCOME

OWNER COSTS AS % OF INC:	INCOME 0-4,999	5-9,999	10-14,999	15-19,999	20,000 +
0-19 %	29306	144279	195713	236941	1678993
20-24 %	18456	31189	41110	50551	287079
25-34 %	25767	46354	56415	75044	328007
35 + %	114577	110679	97202	68948	153979
NOT COMPUTED	30904				

OCCUPIED UNITS WITH COMPLETE PLUMBING FACILITIES

	WITH CENTRAL HEATING	LACKING CENTRAL HEATING
BUILT 1939 OR EARLIER:		
< 1.01 PERSONS PER ROOM	833948	323811
1.01 + PERSONS PER ROOM	53300	40303
BUILT AFTER 1939:		
< 1.01 PERSONS PER ROOM	5885392	915718
1.01 + PERSONS PER ROOM	346939	135945

AGGREGATE HOUSING UNIT VALUE - SELECTED OWNER OCCUPIED NON-CONDO UNITS

378282213750

AGGREGATE HOUSEHOLD INCOME

TOTAL OCC 192786729025
RENTER OCC 57415603505

	OCCUPIED UNITS WITH COMPLETE PLUMBING	OCCUPIED UNITS WITH COMPLETE PLUMBING AND BUILT BEFORE 1939	OCCUPIED UNITS WITH COMPLETE PLUMBING WITH 1.01 + PERSONS PER ROOM	OCCUPIED UNITS WITH COMPLETE PLUMBING AND LACKING CENTRAL HEATING
TOTAL	9539356	1251362	576487	1415777
WHITE	6951531	967513	276644	1067185
BLACK	621415	126844	56547	118019
INDIAN	74422	11027	7050	18037
ASIAN	370471	58155	73495	62947
SPANISH	1157874	194492	312389	295513

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